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ABSTRACT

This is the sixth printing of a document published in 1958 to assist Southern school systems inaugurate and improve their junior high school programs. Seven chapters consider (1) the growth of preadolescents and early adolescents, and the evolvement of school programs to meet the needs of these students; (2) the basic functions and unique purposes of the junior high school; (3) suggestions for curriculum design; (4) suggestions regarding the organization and administration of the program and the principal's responsibilities as instructional leader; (5) the need to plan the program in advance of planning the facilities; (6) such problems as staffing a junior high school, teacher competencies, certification, and professional growth; and (7) matters relating to total school evaluation and the appraisal of growth toward objectives in the classroom. Each chapter is followed by a selected bibliography. (Author/MLF)

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THE JUNIOR HIGH SCHOOL PROGRAM

A Joint Study Conducted by the
Commission on Secondary Schools and the
Commission on Research and Service

THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
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FOREWORD

This is the latest of a number of publications issued by the Southern Association of Colleges and Secondary Schools which have been designed to contribute to the improvement of education in the region which it serves. These publications which have reported from time to time on studies and have provided authoritative pronouncements by the several commissions of the Association have proved helpful to member colleges, universities, and schools as well as to scholars and educators who have been concerned with education as an instrument to assist in the further growth and development of the South.

This monograph, *The Junior High School Program*, comes at an auspicious time.

School district reorganization in the South has been progressing at a steady rate.

By 1965, enrollments in the secondary schools in this region are expected to be approximately fifty per cent greater than they are now.

For several years the general public has been increasingly concerned about the program of the elementary and secondary schools and the quality of pupil achievement.

The foregoing conditions have been experienced to varying degrees by all school authorities in this region and accordingly they have found themselves engaged in providing and manning new teaching stations, and in determining in what kind of school plants or organizations these teaching stations should be placed, and for whom they would be provided.

Many new attendance centers, especially for secondary pupils, are yet to be located. This poses a critical problem for school authorities, public or independent, since it inescapably requires them to answer such questions as these: What is to be the program of studies for those who attend the school? Which pupils and how many will be assigned to the new school? Should the unit serve pupils in grades K-12? If it is to be an elementary school, should it be a 6-, 7-, or 8-grade school? Or if a secondary school, should it be one offering two, three, four, five, or six years of study? Should it be a junior or senior high school of two or more grades?

There is fair agreement as to what is meant by the elementary school and the high school but not nearly so much understanding as to the junior high school as an administrative unit in a system of schools. In consequence of the reorganization of schools and the need to build many new schools there has been renewed interest in the junior high school, its program and plant, and pupil and professional personnel. The literature on the junior high school as a unit of educational service is rather meager when compared with that which is available for the elementary and high schools.

This publication is offered, therefore, as one which will provide some of the basic information relative to the junior high program which school board members, school officials, college professors, and their students are now seeking.

Appreciation of the Commission on Research and Service and of the Commission on Secondary Schools, the sponsoring agencies for this undertaking, is extended to the members of the committee who did the actual writing of this monograph and to all the other individuals who either advised with the committee or supported its work in other ways.

Kirby P. Walker, *Chairman of Commission on Research and Service*
John Page Williams, *Chairman of Commission on Secondary Schools*

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CHAPTER I

Introduction

The junior high school is often referred to as "the stepchild" in our system of public education. This is understandable for many reasons. In many communities its home is an old, outmoded senior high school or elementary building neither of which is suited to housing a modern junior high school program. Its program has no distinctive qualities because it is usually patterned after the senior high school program which has different purposes and it enrolls students who are quite different developmentally from those in senior high schools. Its instructional program suffers because in many school systems little or no attempt is made to develop a curriculum which would make possible the achievement of its unique objectives. Its faculty is composed of many teachers who did not choose to teach in junior high school and who are waiting for the opportunity to be transferred to a senior high school or an elementary school. It has but few teachers who can attest that they are truly teachers of pre-adolescents and early adolescents because teacher education institutions have largely ignored the need for specially prepared teachers for this age-group.

While the above conditions and situations present a pessimistic outlook for junior high school education, they are not intended to be fatalistic. As the national scene is scrutinized, there are glimmers of hope cropping up in all sections of the country. More and more school systems and faculties in junior high schools are dedicating their energies and efforts toward developing programs which are in harmony with the objectives of the modern junior high school. The hope for the future of this important unit in our educational system lies in courageous educational leadership and the devotion of teachers in working together toward an improved program. This publication, *The Junior High School Program,* has been developed to assist these concerned people in their efforts to achieve better education for pre-adolescents and early adolescents.

How the Publication was Conceived and Developed. This publication was conceived and initiated, as a result of genuine concern for the future of junior high school education, by two commissions of the Southern Association of Colleges and Secondary Schools—The Commission on Secondary Schools and The Commission on Research and Service. It was the feeling of the membership of these commissions that the publication could make a significant contribution to education. The Commissions sensed an urgent need to provide help to school systems inaugurating and developing programs for new junior high schools and to those who were improving the programs in established ones. For these and other reasons plans were made for producing this monograph.

In the Miami Beach meeting of the Southern Association in December, 1955, a planning and production committee was authorized. Soon after, the members of this committee were chosen, representative of many of the southern states. The names of the committee members are listed on the title page. The Committee met several times in Atlanta for two or three day sessions. During the first meeting agreements were reached on the philosophy and functions of junior high school education. A skeleton outline of the publication was developed including chapter headings with some suggestions as to what should be included in each chapter. Small sub-committees expanded the outline for each chapter, working in their own localities. In the final meeting of the committee, the chapter outlines were refined and enlarged. The combined outline developed for use of the writers was over fifty pages in length.

Some of the chapters were written by individuals on the committee, others by several members who collaborated in the writing. The first draft was edited by an editing committee and if revisions seemed desirable and necessary the manuscript was returned to the author(s). The final editing was done during the summer and fall of 1958. Many educators read and criticized the manuscript prior to the final editing.

Purposes of the Publication. The purposes of this monograph are those which prompted the Commissions to initiate the publication. These purposes arose from a situation and trends which currently exist in the educational scene in the South. The bulge in enrollment above the sixth grade which is already felt but has not reached its peak, the tremendous building program needed to house the additional students which provides the opportune time for reorganization of school systems, and the trend toward a significant increase in the number of new junior high schools—all of these pointed toward the need for help in developing a better understanding of the junior high school program. Since the Southern Association of Colleges and Secondary Schools provides leadership in program development in eleven southern states, the Commissions felt obligated to provide assistance to school systems in inaugurating and improving junior high school programs. It was the belief of the Commissions that a monograph, such as this one, would be one way of helping school systems in the job at hand.

How the Monograph May be Used. There are a number of ways this publication may be used. It should be useful to administrative and supervisory staffs in school systems that are planning to include junior high schools in the school organization or who desire to launch a study of their program. It should be helpful to junior high school faculties who have begun or expect to begin a study of their programs with the expectation of improving them. This short, succinct description of the junior high school program should save faculty time and effort by helping the principal and teachers focus their study on specific aspects of the program. Some faculties who are interested in reorganization of the total program could well use this monograph to begin the study and then refer to other writings such as those listed in the bibliographies at the end of each chapter. The monograph should also be useful in teacher education institutions in courses where the junior high school program is given consideration. Although the Committee has attempted to distil and present the best thinking in junior high school education, the ideas and practices introduced are not intended to be prescriptive. Faculties studying the junior high school program are urged to tap many other resources.

Areas of Agreement. The specifics of the program which are described and discussed in this monograph may be subject to modifications in school systems. However, the Committee feels that there are four areas of agreement which should permeate the plans for program development and improvement in all school systems. These are:

1. *The junior high school is a respectable, established and essential unit in the organizational pattern of public education.* Although information is provided in several chapters which justifies the continued existence of the junior high school, there is no question in the minds of members of the Committee that it needs to be defended.
2. *The curriculum of the junior high school should be different from that of the senior high school or the elementary school.* The bases for this contention are two-fold. First, the junior high school serves a unique group of boys and girls, quite different developmentally from elementary children and from adolescents in senior high school. Second, the purposes of the junior high school vary considerably from those of the other two units.
3. *The program of the junior high school basically should be a general education program.* Specific reasons which substantiate this principle are clearly stated in chapters II and IV. The junior high school period is much too early for students to begin a highly elective program.
4. *The junior high school program should be geared specifically to the problems, concerns and interests of the pre-adolescents and early adolescents and to the impacts of society upon their lives.* The uniqueness of this age-group as described in Chapter II and the many unusual, pressing problems which arise in their daily living demand priority consideration in the school as well as in the home.

What the Reader May Expect. The limitations in the length of this publication have made it impossible to include every detail relating to the junior high school program. Only selected aspects which the Committee deemed to be of major importance have been covered. The reader will find that some areas and topics discussed will need to be supplemented through the use of references listed in the bibliographies at the end of each chapter. This is as it should be.

In Chapter II, information is provided about the developmental growth of pre-adolescents and early adolescents with some implications for the school program. Chapter III has drawn upon the best thinking regarding the basic functions of the junior high school, and some of the unique purposes are highlighted. In Chapter IV, a design for the curriculum is explored in some detail with specific suggestions for the various aspects of the program. Chapter V provides pointed suggestions on how the program can be organized and administered with some consideration of the responsibilities of the principal as an instructional leader. Chapter VI stresses the need to plan the program first and then the facilities to house this program. Definite suggestions are given for building, equipment and materials requirements. The problems involved in staffing a junior high school are discussed in Chapter VII. These include teacher competencies, certification, professional growth and others. Matters relating to total school evaluation and the appraisal of growth toward objectives in the classroom are given consideration in Chapter VIII. Specific suggestions for evaluation are included.

CHAPTER II

The Growth and Development of Boys and Girls of Junior High School Age

The distinctiveness of the junior high school role lies in the particular age group it serves. The junior high school evolved as an institution conceived to meet the unique physical, social, emotional, and intellectual needs of the late preadolescent and early adolescent. The true junior high school is vastly more than a grouping of grades; it involves a program keyed to the growth and development of boys and girls in the late stages of childhood and early years of adolescence. The majority of the student body is in the 12-14 year range, with some being only 11 and others being 15 years of age.

Although the junior high school is the intermediate unit in a continuum of general education, it has purposes which are separate and distinct from either the elementary school or the senior high school. If the real and abiding purposes which have caused the movement to grow and to prosper lie in the special needs of the age group which the school is designed to serve, it is essential that teachers and administrators understand the growth and development of boys and girls of junior high school age.

> The philosophy of the junior high school is based upon an understanding and acceptance of the vagaries of adolescent behavior as a normal and predictable pattern of growth. The prime justification for the junior high school lies in the fact that children go through a stage in their normal development, from pre-adolescence to adolescence, when certain needs become predominent or accentuated. Because the pattern of growth is both normal and predictable, because it is somewhat transitory in nature, and because it occurs relatively uniformly within the twelth to fifteenth years of a child's development, a separate school organization provides the best climate in which to serve the developmental needs of adolescents.[1]

An alert junior high school staff will become impressed with the rapidly changing characteristics of the students, both as individuals and collectively. It is a time of growth in which differences are normal and natural. Not only is it profitable to study general growth patterns but also it is profitable to study the changes occurring in each individual.

> Rapidity of change is one of the significant characteristics of junior high school pupils. Some are changing more rapidly than others. Differences between individuals are accentuated. Even the same individual may change radically over a relatively short span of time.

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[1] *Junior High School Manual*, Bulletin 248, Harrisburg: Commonwealth of Pennsylvania, Department of Public Instruction, 1956, Chapter I, p. 2.

> In some children this accelerated change begins early, in others it begins late. A recognition of this characteristic challenges the school to vary its educational experiences and its teaching techniques to the varying needs of the pupils. Nowhere in the school system is the same dosage of all appropriate, but this new concept gains new importance with early adolescence.[2]

The intermediate school is responsible not only for the intellectual growth of its students but also must share with the home, with community organizations and agencies, and with the larger democratic society in general, responsibility for physical, social and emotional development. The modern junior high school curriculum is based on the needs, problems, concerns and interests of boys and girls and upon the demands and impact of society. These demands of society involve conformity to the mores acceptable to adults and also preparation for participation in youth and adult responsibilities. Not only must these boys and girls interact within the invironment of their own age group but they must also interact within a larger social group which is dominated primarily by adults. A curriculum capable of meeting these and many other criteria cannot be planned and developed successfully without a thorough understanding of how the learners grow and develop physically, socially, emotionally and intellectually.

PHYSICAL DEVELOPMENT

There are two periods of phenomenally accelerated physical growth in the pattern of human development. The first of these occurs during the pre-natal months and in the first six post-natal months. The second growth spurt normally occurs during the junior high school years and is most dramatic and spectacular. These three years encompass for the normal youngster more variation and range in growth than occurs during any other three years in the life of human beings. External physical changes are revealed in the range of heights, weights, and sizes of any junior high school student group but the sensitive biochemical activity which initiates these external characteristics also sets in motion even more profound internal physical changes.

Growth Tendencies. The growth spurt for girls begins between the ages of 8.5 and 11.5 with the growth peak occurring at 12.5, thence declining and coming to a plateau at 15 to 16. Boys also have a rapid growth period but they begin later and grow for a longer period of time. Boys begin the growth spurt between 10.5 and 14.5 with the peak of rapidity coming around 14.5. There is a gradual decline with growth being completed for most boys between the ages of 17 to 20.

Girls gain on an average more than 30 pounds during the three year period in which they achieve puberty. Although boys achieve their weight spurt later than girls it extends over a longer period of time and they gain about 40 pounds during the puberal period.

Variances in Growth. In applying these growth patterns to junior high school students it is observable that, although many follow a normal pattern of growth, there are slow growers and rapid growers among both the boys and the girls. It is not very satisfactory to generalize about a group in which abnormal growth is the normal procedure but it can be assumed that in the seventh grade a majority of the girls have begun their growth spurt but a majority of the boys have not. In the seventh grade approximately twice as many girls have reached puberty as there are boys who have begun the puberal cycle. For every pre-adolescent girl in grade seven there are three pre-adolescent boys who look and act like children because they are children. Because of these wide variations the study of the growth and development of boys and girls in junior high school should include a study of growth characteristics, needs and developmental tasks of pre-adolescents as well as early adolescents.

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[2] *Ibid.*, p. 3.

Determining Onset of Puberty. Multiple criteria have been used to determine the onset of puberty. Among these are the stage of development of pubic hair and wisdom teeth and the chemical analysis of urine. Enlargement of a boy's neck indicates his sexual development and the girl's first menstruation generally occurs approximately at the mid-point of puberty. "At the present time, the most dependable single criterion of sexual maturity in boys and girls is the assessment of the state of their bone development by means of x-rays."[3] There are, of course, many other criteria used to determine the onset of puberty, most of which are somewhat technical in nature. In general, the application of these criteria should be made by a physician.

Growth of Bones and Muscles. During late childhood and early adolescence both boys and girls experience rapid physical changes. The bones grow very fast while the muscles grow much slower. Most girls experience a growth spurt of the internal sex organs before bone structure expands adequately to accommodate them thus producing the adolescent "tummy," often a source of embarrassment. Boys often acquire fat around the nipples, abdomen, hips, thighs, cheek, neck and jaw, before the large muscles develop sufficiently to bring proportions into balance. The girls sometimes develop fat in those places considered most inappropriate—the abdomen and hips. In both sexes hands and feet mature before the arms and legs, making the extremities seem disproportionately large. Moreover, the legs and arms tend to grow proportionately more rapidly than the trunk. At the onset of puberty there is a rapid lengthening of the upper leg bone, a two-inch growth in one year not being unusual. Through stimulation by the sex hormone at puberty, the cartilage at the end of the long bones is converted to bone thus accounting for the rapid increase in arm and leg length. When the bones of the trunk lengthen there is a better body proportion but internal organs, notably the heart and lungs, must adjust to their increased and elongated area. During this adjustment there will be periods of sluggishness and ineptness when fatigue comes quickly.

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[3] Elizabeth P. Hurlock, *Adolescent Development*, New York: McGraw Hill, 1955, p. 21. By permission.

The unevenness and imbalance in growth, particularly of the bones and muscles, causes loss of muscular coordination which may result in poor posture, awkwardness and feelings of discomfort. Young people at this stage of growth may regress in skills necessary to successful performance in sports requiring muscular coordination. They may be unable to walk across a room without stumbling over furniture. They may slouch when they sit in a chair or be overly conscious about their hands because they do not know where to put them. Teachers must realize that these behaviors are normal for early adolescents. During this period of growth they need all the sympathetic understanding which teachers are capable of providing. They need physical activities which do not accentuate the lack of muscular coordination but rather those which will help them to regain physical skills and develop new ones.

Other Implications. These and many other physical changes create numerous tasks for the early adolescent. If the student is to have a proper mental and emotional perspective, he must understand and accept his individual growth pattern which may differ widely from those of fellow schoolmates yet be fully as normal as theirs. An understanding attitude is needed toward changes in bodily contour and in accepting these changes without undue embarrassment. These young people should learn to recognize and respect symptoms of fatigue and to choose a balanced program of activity and rest. The ability to dress appropriately for changing weight and height, and to have clothing and shoes which are in taste and comfortable during rapid growth changes is not easy. Consideration for others who are in a different cycle of growth calls for restraint in making tactless or thoughless remarks about height, size, awkwardness or clumsiness. Social etiquette even in sitting, standing and walking calls for perspective; and social graces in table etiquette and social dancing require real effort. The matter of individual dietary needs and the effect of diet upon growth, weight, digestive upsets, complexion, and general feeling of well-being is a concern of large proportions to the early adolescent.

What we know about the physical development of early adolescents has many implications for the junior high school program. Although there is a basic developmental pattern for the age, each student would profit from information and guidance regarding his own growth pattern. The boy who is late in maturing would feel better if he knew that his developmental pattern is more apt to include slender hips and broad shoulders than does the pattern for early maturing boys. The girl who is disturbed about her late development would happily hear that she will tend to be taller than her age mates who now look so much more womanly than she. The junior high school program must assume responsibility for helping early adolescents to understand what is happening to their bodies, and to accept their bodies in this period of rapid change.

The junior high school teacher and administrator, having observed the many student needs, will seek to meet those needs through these and other means: provide information and guidance on personal growth patterns; keep growth records; recommend medical services when abnormality is suspected—as in glandular disturbances; provide posture correction; offer a wide choice of activities so each student may find an area in which success may be achieved; use seating of proper size for each individual; assist needy pupils in securing appropriate clothing; teach selection and care of clothing; use games and folk dances which teach body control; practice the social graces in school-sponsored events; teach nutrition including harmful effects of improper diets and of stimulants; provide a co-curricular program which gives consideration to what we know about energy output and fatigue; make all programs flexible enough to shield the sensitive from embarrassment; provide an adequate lunch program; create a permissive attitude in the classroom especially as it regards toilet needs; have an intramural program with activities appropriate for every stage of development; and seek to teach and administer in an atmosphere that is relaxed yet purposeful.

Fatigue and Physical Activities. The fatigue factor at this age presents a serious problem. Competition should be closely supervised and restricted time limits set. Physical activity should be based upon individual maturity and stamina rather than age, grade, or size. The junior high school should eliminate from its program those activities which involve intensive exertion over long periods of time. In addition, the school should seek to educate adults who would exploit the early adolescents through formal highly competitive sports events which push these young people beyond the limits of their physical potential.

A full measure of physical development and social enjoyment can be secured through a rich intramural program. Competitive sports between schools are simply not essential at the junior high school level. It is more educational to teach the skills in a wide range of activities which can be enjoyed immediately and in future years and yet provide competition in keeping with the developmental level of the participants. The late pre-adolescent and early adolescent have high interest in physical activity, group participation, and team spirit. No finer avenue of a physical nature for the building of morale and the outlet of energy has been designed than that available through a good intramural program. It has the advantages of broad participation and brief periods of active competition interspersed with frequent opportunity for spectator enjoyment. It can be conducted with a minimum of equipment and facilities, avoids the problems of transportation and travel incident to inter-school competition, and has the advantages of formal athletics with few of the disadvantages so frequently associated with formal athletics.

Problems of Diet and Energy. Although the early adolescents is concerned about his physical health, he evidences little desire to practice good health habits. This is especially evident in the consumption of food. Appetites are ravenous but finicky. Due to the adolescent's tendency to eat heavily of concentrated foods, notably sweets, it is not unusual for him to consume twice the caloric intake of an adult. The intake of large quantities of high calorie foods is necessary for early adolescents because of the needs of their rapidly growing bodies and high energy output. Harm results, however, when the protein foods are slighted because of enormous intake of foods high in carbohydrates and fats. Growth of body tissue demands adequate protein. Most junior high school youths "nibble" between meals and many have strong dislikes for particular kinds of food. This tendency to ignore basic dietary facts accentuates the need for instruction in nutrition. Experience will show the wisdom of applying this information to the specific need of the individual, for too often the bad effects of improper diet must become a source of worry to the student before he begins to balance his diet. An adequate school lunch program is one place where instruction and practice can be coordinated.

Much of the large amounts of food consumed is converted into energy in the body. Thus, early adolescents have a high energy output which is usually expended through large muscle activity. Teachers and parents are aware of the fact that junior high school students cannot sit still or engage in small muscle activities for long periods of time. If they are required to do so they become restless and often seek large muscle activities through behavior which may be judged as undesirable. When early adolescents are moving around in their chairs, stretching their legs or waving their arms, they are usually merely trying to release energy which their bodies can no longer contain.

More About Physical Development. There is much more about the physical development of early adolescents than has been presented here with which teachers of junior high school students should be thoroughly familiar. Actually, in this chapter an attempt has been made to discuss only a few selected aspects of physical growth and to explore some of the implications for teaching. The bibliography provided at the end of this chapter includes references which will assist faculties in further study of the physical development of young adolescents.

SOCIAL AND EMOTIONAL DEVELOPMENT

Variations in physical development are interrelated with social and emotional behavior. As puberty is approached and reached there is vacillation between childhood and adult behavior. Although basic internal urges flow generally toward adulthood, conflicts and uncertainties result in a temporary and transitory regression into the security of childhood. During pubescence, behavior may take some or all of these forms: critical attitude, boredom, laziness, isolation, restlessness, martyrdom, antagonism, emotionalism, modesty, sex preoccupation, instability, obstinacy, sensitivity. This rapidity of change in social and emotional behavior and variations in the speed of change within the same individual challenge the school to vary its educational experiences and teaching techniques.

Striving for Independence. As puberty approaches there is a movement away from dependence on the family to increased dependence upon self, to more independence of action. There is more secretiveness regarding activities, even those of a most innocent nature. Satisfactions derived from affection in the family become secondary to a desire for the affection, confidence and esteem of age mates of both sexes. Early adolescents need to be accepted by their peers and also need to belong to a group. During the period when peer status is much more important than adult approval, there is a heightened interest in clubs, and in group projects and activities. Youth organizations find here their most enthusiastic members. Boys and girls need these close friendships and teachers will do well to assist, indirectly and efficiently, in making numerous group situations possible.

Drive for Friendship. Our society prizes highly the ability to make friends. In this art junior high school youths show individual differences. Some are inept while others push themselves, or are pushed, into situations where they are not wanted. Others drift in and out of friendships depending on maturity and the stage of development. The relatively immature seventh grade boy chooses boys to talk with and play with; he will cross sex lines at a distance by group staring, by teasing and by hurling either words or objects at the girls. The girls protest this and enjoy it. The girls are always talking except in those interludes of "not speaking" which are followed by the ritual of making up with the girl so recently put aside. The average seventh grade group mixes and mingles in flexible groups: the sexes mingling rather freely but usually without strong attachment. Boys make friends easily with boys and girls are not so emotionally attached to other girls as previously. Great group spirit can be generated through school campaigns and civic activities.

At grade eight there is more individual activity and the interest will be more on individual achievement than on group results. Boys tend to have one or two close friends and get on well with them. The girls form small friendship groups also but, through incessant talk, they disagree more frequently than boys then mend the disagreement by more talk. Boys who get around to asking a girl to go to a school party find the girl very willing to accept unless an older boy has indicated some interest.

By grade nine the boys are again more group minded and team up into loosely knit, friendly gangs for fun and laughter. Girls have become increasingly selective and have inner circles and fringe areas. These can be both inclusive and exclusive, and one who attempts to move into the close inner circle may find herself frozen out. Sex lines are crossed casually now at any opportune time.

When a young adolescent feels that he will lose status with his peers if he shows affection for parents or other adult relatives, he may often form an attachment with a somewhat older person to compensate for loss of rapport with his kin. These special friendships generally occur between the ages of 12 and 15, often last no more than 1 to 6 months, and may be replaced by varying similar attachments, intense in nature. These "crushes" when properly directed are natural and need not cause alarm unless they persist into later adolescence.

Boy-Girl Relationships. Possibly the greatest emotional change which occurs during early adolescence is the transition from satisfaction with desirable relationships within one's own sex to consuming interest in the opposite sex. Because the sex urge is so fundamental in the development of the human organism and because society has established numerous sex mores and taboos which cannot be broken without consequences, consideration should be given to several phases of the problem. The urge to establish desirable relationships with the opposite sex comes at the same developmental period which involves a movement away from dependence on the family to more personal independence. Both realities are opposite facets of the one basic urge for personal satisfaction in the burgeoning sex drive. The search among age mates for confidence, esteem and affection—to replace these qualities previously sought within the family—takes many devious paths. Behavior which may appear proper to young people is often most improper in the eyes of adult society. This field of conflict is complicated by intense rivalry between age mates who are maturing at a different rate. Teachers will observe that it is not unusual for one group of peers to bring another group into some semblance of conformity to acceptable standards. The pre-adolescent seventh grade boy prefers his own sex group, while the girls of his class are already interested in the opposite sex. The immature boys consider the girls' actions completely silly. When the boys finally become interested in the girls, their interest is manifested through a wide range of attention seeking behavior.

Some Curriculum Implications. The junior high school has very important responsibilities which it should assume in helping early adolescents satisfy their need for friendships and, in particular, their relationships with the opposite sex. During this transitional period students must develop new social skills which will help them be comfortable in the presence of the opposite sex. Moreover, there are new, more mature, understandings in the area of social relationships which schools can assist students to acquire. In order that they can make friends, students need many opportunities to participate in informal group activities involving both sexes. These kinds of activities may be provided in classes which encourage student participation, or in clubs and organized social activities which have non-selective membership. The kinds of clubs and social activities should be given careful study. For example, social dancing would be favored highly by most eighth and ninth grade girls, but it would be rejected by most boys. On the other hand folk dancing is usually accepted and enjoyed by both sexes.

It is also essential and desirable that teachers use a variety of sociometric techniques, and also use and supplement the cumulative record so that information will be available about the social structure of the class, and the social status and problems of each student. Unless information of this nature is available, little can be done to assist students in their drive for friendships and for desirable relationships with the opposite sex.

Sex Interest. As sex interest increases it is a topic of conversation among members of the same sex, with a pooling of sex information and misinformation. Smutty stories which survive from generation to generation, sex words and words on elimination become a part of the vocabulary. The more sexually mature often introduce the immature to the act of masturbation. Recent studies indicate that while masturbation is common among early adolescent boys, it is practiced much less by girls. Authorities believe this is not harmful physically but that there may be emotional harm should a guilt complex develop because of the practice. Young adolescents are disturbed by the seemingly unfounded causes for sexual stimulation. Such stimulation may be produced through reading sex literature, looking at nude pictures and by erotic day-dreaming. Much more could be said about the sex interests and concerns of early adolescents. With the change from childhood to adulthood, there comes an awakening of the sex drive. This is not only natural but it is expected. Adjustment of young people to this change, while primarily the responsibility of the home, has implications for the junior high school program.

Sex Education. Parents and teachers are basically conservative in the matter of sex education. Numerous studies have verified the fact that for a long time there has been a "conspiracy of silence" toward sex instruction both in the home and in the school. The abysmal ignorance on matters of sex among otherwise informed people testifies to the fact that someone has not done the job of instructing properly. Not only must social custom, religion and reticence be overcome, but a fundamental instructional problem is involved.

While sex education is a prime responsibility of the home, studies show that parents are not assuming this responsibility. In many communities teachers and administrators are working cooperatively with parents to develop ways of sharing in the sex education of children and youth. As a result of this planning, several successful approaches have emerged.

These approaches to sex instruction have been used in schools. In most cases they have been effective and acceptable to parents. (1) Instruction in health and physical education provides a normal and natural approach because of the closely related subject matter. (2) The boys' and girls' counselors have used films and carried on small group discussions. (3) Individual counseling has been provided both by the counselors and the counseling teachers. (4) Nurses and doctors have been used to talk to classes and small groups and to counsel with individuals. They have also been used with teachers, helping them to work more effectively with the students. It is essential that the school work in cooperation with parents in developing the program.

Implications for Counseling. A realistic, wholesome and sincere counseling approach is essential when teachers work with early adolescents to help them with their emotional problems. This calls for teacher-counselors who possess good mental health. The nervous, emotional and distraught teacher has no place with youth of junior high school age. A later chapter will deal more specifically with preparation and qualifications requisite to good junior high school instruction, but it should be emphasized here that facilities for developing teachers to work with specific problems of the early adolescent have been and still are woefully inadequate. Among the many requirements for junior high school teachers should be a thorough knowledge of the growth and development of youth of junior high school age and competency in counseling and instructing them.

The second element in effective teacher-counseling relates to the emotional climate which permeates the entire school. It is exceedingly difficult for a single teacher to be fully effective in working with students on their emotional and social problems when other staff members adhere solely to academic formalism. Schools need to provide many opportunities for students to practice social skills. Any place which has boys and girls working together under trained leadership can have multiple opportunities for practicing the social graces which are a component part of a cultured society. Appropriate dress can be taught through consideration for different body builds and through stress of assets rather than submission to liabilities. Every school can transmit valuable permanent instruction in social contacts as boys and girls work together in preparing for a social event. From the simplest party to the most elaborate "formal," there are committees to be formed and jobs to be done which give unique opportunities for the use of democratic processes, the development of leadership, and the pooling of individual effort toward a common goal. It is the obligation of junior high school administrators to cultivate these outlets.

Problems of Finance. As the junior high school youth seeks status the matter of finance takes on an added meaning. The state of family finance, especially that portion available to him, becomes important. This is the age of the newsboy and of many extra jobs to supplement the allowance which always seems too small. There is a great desire for a room all their own and, if not a room, some area where valuables may be kept from the prying eyes of parents and siblings. Efforts to earn money for a specific purpose are entered into with enthusiasm. Class projects which deal with budgets, study of part-time jobs, money-making hobbies, efficient work habits, applying for work, sales advertising, create more than usual interest. At the very time this interest is high, it is not unusual to observe many personal items lying unclaimed in the school's "lost and found" department. Parents and teachers might find upon closer examination that one chief reason for this neglect of personal belongings lies in the failure to take the youngster into confidence regarding financial matters. Nowhere in the junior high school program is there greater need for joint family-school cooperation than in the areas of sex education and in finance. In both areas truly effective instruction is achieved only through cooperative action.

The school should take the initiative in working with parents in helping early adolescents to develop family values and should seek to hold financial demands to a minimum. Administrators would do well to be alert constantly lest some school function be denied a student solely on the basis of financial inability. It is well known that many who drop out of school beyond the compulsory age limit indicate financial needs as one of the contributing causes. It may well be that some of the conflict during the latter compulsory-age years is closely related to financial status of the family. As nearly as possible our schools should be free schools, not fee schools. In the entire social and emotional areas, there is a relationship between the maturation level of the pupil and the problems and tasks he faces, and a further relationship between these problems and the curriculum.

MENTAL DEVELOPMENT

At first glance it would appear that we are in a more experienced area here than in either the physical realm or in social and emotional development. However, even in mental development we cannot be too arbitrary in our beliefs. For example, the constant "I.Q." may not be so constant as it was formerly thought to be. Research studies have established that the processes of intellectual growth and maturation undergo a change in rate during adolescence. Measurements of intelligence have been based on tests which have not been refined to allow for different opportunities for learning, cultural background, conditions of health, diet and family care in early childhood. Although early studies led to the concept that mental ability developed at a constant rate, many studies have thrown doubt on this concept.

Mental Cycles. Research studies have provided us with many insights relating to the mental cycles of children and youth.

> Mental growth is now recognized as a pattern of cycles. Childhood cycles have been more clearly indicated than adolescent cycles. . . . It is consistent with the accumulating evidence about other aspects of growth to suppose that there is an adolescent cycle of mental growth. . . . The most striking feature of this pattern is what appears to be a "plateau" during the early adolescent years.[4]

In one study by the New York State Division of Research involving over 1,000 individual curves of growth in mental age, three-quarters of the boys and three-fifths of the girls passed through a period of two to four years, coinciding with early adolescent changes, when there was almost no growth in mental age. Here is strong indication that the childhood pattern of mental development may be for a time disrupted in the irregular period of early adolescence. This presents us a challenge to study our pupils for evidences of such variability and, if suspected, to vary our academic demands and expectations accordingly.

Upon those who seem to be "marking time" mentally, the effect of the pressure of increasingly difficult academic work in the early secondary grades may be serious. Perhaps this explains why some experience a lapse of interest in future education, resulting in their dropping out of school before their potentials can be realized. But whether he leaves school or not, the individual is likely to be seriously affected. It is difficult to estimate the degree of emotional tension created in children who have moved with relative ease through the elementary school if they find upon reaching the secondary grades that more is expected of them than they can do. It is especially important in the early adolescent years, therefore, to help children who are making no progress to retain confidence in themselves.[5]

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[4] *A Design for Early Secondary Education*, Albany: The University of the State of New York, The State Education Department, 1954, p. 10.

Mental Age Ranges. Mental age ranges are extreme among pupils who enter the junior high school. Educational achievement ages cover almost the whole range of elementary and secondary education. These extremely wide ranges of abilities and of achievement must be given prime consideration in developing the educational program for the junior high school. The average unselected group of seventh graders will easily range from a mental age of 9.5 to 17.5. Within each individual there are differences in verbal, quantitative, mechanical, and logical reasoning abilities. If the needs of many individuals are to be met, there should be great flexibility of experiences. Junior high school is not the time for specialization; instead, it is a time for broadening general education experiences. The development of basic skills and the acquisition of fundamental information cannot be left solely to the elementary school, for students cannot be retained in the elementary school until these skills are mastered and information secured.

Variations in Academic Achievement. The range in mental age at the junior high school level has already been emphasized. The difference between the lowest and the highest may be as much as 8 or 9 years. Since there is a positive correlation between mental age and the ability to achieve academically, every junior high school should recognize and expect that the potential for academic achievement of the total student enrollment will range from severely retarded learners to those who are academically gifted.

The first idea which comes to mind to those who know of these variations in potential for academic achievement is that the junior high school should be organized so that students with similar mental ages would be placed together in classes. This would mean classes for severely mentally retarded, for slow learners, for average learners and for the academically gifted. Further examination and study of what we know about learning, the growth and development of early adolescents and the purposes of the junior high schools place grave doubts, however, upon the desirability and effectiveness of ability grouping. If the reader will turn to Chapter III, The Functions of the Junior High School, he will discover that the objectives of this administrative unit go far beyond academic and intellectual development. Since the curriculum in the junior high school is primarily general education, or education which is desirable and essential for all students, it would be virtually impossible to separate students into classes so that they would have equal potential for learning in academic subjects, art, music, literature and a host of other curriculum areas. A major responsibility of the junior high school is intellectual growth, most certainly, but it is also accountable for helping young people to achieve maximum growth socially, emotionally and physically. Furthermore, the importance of motivation in learning is well known. The attitudes which students often gain when grouped according to ability do not contribute to motivation or learning. When the total job of the junior high school is seen in perspective, it appears that ability grouping is not the answer.

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[5] *Ibid.*, p. 11.

Another more fruitful approach to the variations in achievement is through improved methods of teaching. Teachers must recognize that, although the goals of some learning experiences are attainable by all students, there are many other learning experiences in which the goals cannot be achieved by all. Some students can learn to spell as many as thirty-five words at one time, while for others this would be an impossible and frustrating task. Some students may be able to solve problems involving the first case in percentage, while others who have not perfected their skills in the fundamental operations would fail miserably in attempting the task. This means that teachers should begin where the student is in a learning experience and help him achieve and grow to the maximum of his potential. It means that the teacher will be working with the whole class sometimes but probably more often with small groups and with individual students. This is done successfully in many elementary schools and in a considerable number of junior high schools. Through pre-service and in-service education and through encouragement for experimentation, this approach to teaching can become universal.

DEVELOPMENTAL TASKS

One of the most significant contributions to an understanding of human growth and development and learning during the past twenty-five years has been the concept of developmental tasks. Havighurst says:

> A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.[6]

At every stage of growth human beings are faced with developmental tasks which they must seek to master. For example, an infant has to learn to eat solid food and children between ages six and twelve must learn to get along with age-mates.

Developmental tasks arise from three major sources and forces—the expectancies and demands of society, the changes that take place during the processes of physical maturation and the values and desires of the individual or the self. Although there is some variation in these tasks due to such factors as family, ethnic, social and racial backgrounds, there are many developmental tasks which are common to most all at certain stages of maturation.

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[6] Havighurst, Robert J., *Developmental Tasks and Education*, Second Edition, New York: Longmans, Green and Co., 1952, p. 2.

Havighurst suggests the following developmental tasks of adolescence: [7]

1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civic competence.
9. Desiring and achieving socially responsible behavior.
10. Acquiring a set of values and an ethical system as a guide to behavior.

While most of the above tasks are applicable to pre-adolescents and early adolescents, some may not be specifically so. In *Fostering Mental Health* the tasks are designated as they apply to boys and girls at these two developmental levels as shown in the accompanying table.[8]

Table I.—The Tasks of Two Stages of Development in Categories of Behavior

	LATE CHILDHOOD	EARLY ADOLESCENCE
I Achieving an Appropriate Dependence-Independence Pattern	1. Freeing one's self from primary identification with adults	1. Establishing one's independence from adults in all areas of behavior
II Achieving an Appropriate Giving-Receiving Pattern of Affection	1. Learning to give as much love as one receives; forming friendships with peers	1. Accepting one's self as a worthwhile person, really worthy of love
III Relating to Changing Social Groups[1]	1. Clarifying the adult world as over against the child's world 2. Establishing peer groupness and learning to belong	1. Behaving according to a shifting peer code
IV Developing a Conscience	1. Learning more rules and developing more true morality	

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[7] *Ibid.*, pp. 33-71.

[8] Association for Supervision and Curriculum Development, NEA, *Fostering Mental Health in Our Schools*, 1950 Yearbook, Washington, D. C., pp. 84-87. This table includes tasks in five stages of development in categories of behavior. Since this monograph deals with late childhood and early adolescent boys and girls, only those stages of development found in the original table relating to these stages are presented here.

	LATE CHILDHOOD	EARLY ADOLESCENCE
V Learning One's Psycho-Socio-Biological Sex Role	1. Beginning to identify with one's social contemporaries of the same sex	1. Strong identification with one's own sex mates 2. Learning one's role in hetero-sexual relationships
VI Accepting and Adjusting to a Changing Body		1. Reorganizing one's thoughts and feelings about one's self in the face of significant bodily changes and their concomitants 2. Accepting the reality of one's appearance
VII Managing a Changing Body and Learning New Motor Patterns	1. Refining and elaborating skill in the use of small muscles	1. Controlling and using a "new" body
VIII Learning to Understand and Control the Physical World	1. Learning more realistic ways of studying and controlling the physical world	
IX Developing an Appropriate Symbol System and Conceptual Abilities	1. Learning to use language actually to exchange ideas or to influence one's hearers 2. Beginning understanding of real causal relations 3. Making finer conceptual distinctions and thinking relatively	1. Using language to express and to clarify more complex concepts 2. Moving from the concrete to the abstract and applying general principles to the particular
X Relating One's Self to the Cosmos	1. Developing a scientific approach	

[1] We have not dealt here with the developmental tasks of relating to "secondary" social groups. As the child grows and develops, he must relate to groups other than the family and his peers—to school, community, Nation, world. There are not yet sufficient data to enable us to delineate the specific developmental tasks in this area.

The Significance of the Concept of Developmental Tasks. There are many implications for the junior high school program which may be gained from a careful study of developmental tasks. In the first place they help us to identify the purposes and functions of the junior high school. It should be noted as Chapter III, The Functions of the Junior High School, is read that almost every developmental task is included in the objectives which have been stated and explored. Second, developmental tasks assist materially in determining experiences which should be included in the curriculum and in the timing of these experiences. As Havighurst has said:[9]

> . . . When the body is ripe, and society requires, and the self is ready to achieve a certain task, the teachable moment has come. Efforts at teaching which would have been largely wasted if they had come earlier, give gratifying results when they come at the *teachable moment*, when the task should be learned. . . .

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[9] Havighurst, Robert J., *Op. cit.*, p. 2.

Last, but not least, developmental tasks provide leads for ways of working with early adolescents. For example, if young people are striving to establish independence from adults, we must provide opportunities for them to do so through the way we work with them.

The Responsibilities of Junior High School Faculties. Reference has been made previously to the fact that it was not the intention in this chapter to provide complete information about the growth and development of boys and girls of junior high school age. Only carefully selected information has been presented with some implications for the program. It is extremely important that a faculty interested in the improvement of junior high school education devote much time to gain much more information than can be provided in one chapter. An adequate, selective bibliography is provided for that purpose.

Understanding the growth and development of pre-adolescents and early adolescents is essential to continuous improvement of the junior high school program. It is basic to the determination of the objectives, the development of the curriculum and the evolvement of effective ways of working with these young people.

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CHAPTER III

Functions of the Junior High School

During the last half century many organizations, commissions, school systems and individuals have set forth their conceptions of the goals or purposes of secondary education. While approached in different ways and presented in varying forms, the same basic ideas may be found in all of these statements. The Committee of Ten[1] set the stage and was followed some years later by the very significant work of the Commission on the Reorganization of Secondary Education (1912-1918)[2] which set forth the widely publicized Cardinal Principles of Education. The criteria established by the Eight Year Study[3] and the Ten Imperative Needs of Youth[4] and the Evaluative Criteria[5] have given additional insight as to the functions or purposes of the secondary school.

The program of the elementary school has been and still is basically general education. Its major function is to help children (usually ages 5 or 6 to 12) to achieve their maximum growth potential—emotionally, socially, physically and intellectually. While the child changes rapidly from age six to age twelve, the elementary school has developed its program to provide for these changes. During the past half century leaders in elementary education have also developed statements of purposes and functions which clearly chart the unique responsibilities of the elementary school. A comprehensive, useful pronouncement is made in a publication of the Russell Sage Foundation.[6]

From the beginning, statements of educational goals, purposes and objectives have recognized the needs of the students along with the demands of society. As years have passed, the results of research in education, biology, psychology, sociology, and anthropology have provided information which has proven to be invaluable in the formulation of educational goals. As a result, the statements of purposes and of functions, while recognizing the basic needs of all children and youth being served, have become increasingly geared to the unique needs, concerns and problems of each of the age groups found in the several administrative divisions of our school systems.

The junior high school evolved as an institution conceived for the express purpose of meeting the needs of the 12-14 year age group. It is, therefore, neither an upper elementary school nor a lower secondary school though it may have some of the same functions and characteristics of each school. It is the opinion of many that the name, Junior High School, has been one of its liabilities.

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[1] National Education Association, *The Report of the Committee of Ten*, Washington, D. C., 1895.

[2] Bureau of Education, U. S. Department of the Interior, *Cardinal Principles of Secondary Education*, Bulletin No. 35, Government Printing Office, Washington, D. C., 1918, pp. 11-16.

[3] W. M. Aiken, "Purposes of the Eight-Year Experimental Study of Secondary Schools," *California Journal of Secondary Education*, Vol. 10, February, 1935.

[4] National Association of Secondary School Principals, *Planning for American Youth*, Washington, D. C., 1944.

[5] Cooperative Study of Secondary School Standards, *Evaluative Criteria*, 1950 Edition, Washington, D. C.

[6] Kearney, N. C., *Goals of Elementary Education*, Russell Sage Foundation, 505 Park Avenue, New York, 1953.

Statements of objectives or functions of the elementary school and of the secondary school, while recognizing many of the needs and characteristics of the 12-14 age group, do not take into account some of the unique needs and growth characteristics of this group. A great many of these needs are identified in Chapter II, The Growth and Development of Boys and Girls of Junior High School Age.

The writings of Leonard Koos[7] and Thomas Briggs[8] during the 1920's and more recently those of Gruhn and Douglass[9] and Gertrude Noar,[10] along with others, provide acceptable and definite statements of objectives and functions of the junior high school. Faculties studying publications of these authors will become aware of a considerable amount of agreement and similarity in the statements of goals.

In the remainder of this chapter an attempt has been made to capitalize upon the best thinking and the most significant studies related to the functions of the junior high school and the research in the growth and development of early adolescents. The functions listed here, derived from these sources, are clearly delineated and defined. As each function is explored some implications for the junior high school program are described so that it may be meaningful and useful to the reader. Further implications will be included in the succeeding chapters in which the content and ideas are based upon the functions listed in this chapter.

STATEMENT OF FUNCTIONS

A Major Function of the Junior High School is to Provide for the Unique Social, Emotional and Physical Needs of the Age-Group Being Served.

The junior high school must provide experiences and activities which meet the social and emotional needs of early adolescence and late childhood. While a considerable number of these needs are common to other groups, there are many which are unique to young adolescents. Among some of the more apparent needs to be met are (1) a striving for status with their peers, (2) a desire for learning the "niceties" of social relationships, (3) an increasing interest in and desire to belong to social groups and to participate in social activities, (4) an awakened awareness of and interest in the opposite sex, (5) the acquiring of new and more mature relations with age-mates of both sexes, and (6) the desire of this age-group to establish themselves as "normal" in emotional and social behavior.

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[7] Koos, L. V., *The Junior High School*, New York: Harcourt Brace, 1927, pp. 13-85.

[8] Briggs, Thomas H., *The Junior High School*, Boston: Houghton Mifflin, 1920, pp. 22, 54-56.

[9] Gruhn, William T., and Douglass, Harl R., *The Modern Junior High School*, New York: The Ronald Press, 1947, pp. 59-60.

[10] Noar, Gertrude, *The Junior High School*, New York: 1953, pp. 3-26.

The proper organization and selection of learning experiences should provide opportunities for early adolescents to deal with their social and emotional problems. Another significant activity for providing rich opportunities for social experiences is the student activity program. The manner in which the school is administered and organized and the degree of responsibility placed on students for the conduct of their affairs influence considerably the degree to which this function is realized.

The mass media of communication—radio, television, movies, inexpensive reading materials and modern transportation—have had a tremendous impact on the early adolescent and bring into focus even more acutely the social and emotional needs of the group. During the two decades, 1910-30, when the junior high school was created, these mass media did not have the impact on youth that they have today. Furthermore, our complex society makes more demands upon young people today than it did half a century ago. Social mores are changing rapidly, creating confusion and insecurity. These and many other changes make it even more imperative that the modern junior high school recognize its responsibility for fulfilling this function.

The junior high school must share with the family and other community organizations and agencies the responsibility for meeting social and emotional needs. As the characteristics and functions of these agencies change, particularly in the case of the family, the school must continually reappraise its responsibility for fulfilling this function.

It is also the function of the junior high school to provide experiences which will help early adolescents and pre-adolescents to meet the health and physical needs with which they are and will be confronted. Some of the more common problems and needs about which they are concerned are: (1) loss of muscular coordination, (2) an increasing awareness of their bodies and the anxiety about what is happening to their bodies during pre-adolescent growth spurt, (3) the needs associated with sex awareness, (4) the tendency to go beyond normal fatigue, (5) the earlier maturation of girls compared to boys, and (6) understanding dramatic physical changes such as changes in their voice during the onset of puberty. Severe social maladjustment may result unless the emotional and social stability of the student can be maintained through an understanding of the process of maturation; through a properly conceived environment for physical awareness; and through activities which enable him to meet these problems.

The recognition of these physical needs has particular implications for health instruction, health services, guidance activities, and physical education. Problems such as skin eruptions, awkwardness, physical immaturity and many others are often magnified in importance by early adolescents. Knowledge of causes and proper care may serve to prevent undue concern. An understanding that other people of his or her age share these difficulties may serve to reassure the student about a lot of developmental problems that otherwise would assume more serious proportions.

The Junior High School Program Should Emphasize the Intellectual Growth of Young Adolescents with Particular Stress upon Continuing Improvement in the Fundamental Skills.

As is true at all educational levels one of the primary purposes of the junior high school is to develop the intellectual capacity of each early adolescent to the maximum of his potential. Helping young people grow intellectually involves the development of such abilities and skills as thinking and reasoning, sensing relationships, organizing and evaluating data and solving problems. Moreover, intellectual growth is facilitated through helping students acquire such attitudes as curiosity, desire for continuing intellectual growth, and respect for achievement.

In addition to the skills and abilities which have been cited, there are certain fundamental skills or tools of learning, which often make intellectual growth possible and for which the junior high school must assume continuing responsibility. These are the skills involved in communicating (reading, writing, speaking and listening), calculating and studying. They, of course, are not the only fundamental skills. Equally important are skills in human relations and a host of social skills and attitudes. The need for helping early adolescents develop these essential skills and attitudes of living has been stressed, forcefully and vividly, in the information about the growth and development of this age group presented in Chapter II.

It is unrealistic for teachers to assume that all students who enter the junior high schools are at the same level of skill development. In the previous chapter it has been shown that early adolescents vary greatly in intellectual, emotional, social and physical growth. In fact, the range of differences is much greater for 12 to 14 year olds than for any other age group. For example, the reading level of these students may vary as much as seven or eight years and their social skills may range from those common to young children to those of mature adults.

This wide range in skill development provides leads for curriculum content and for ways of working with junior high school students. Teachers must discover the skill achievement level of each student and help him grow to maximum attainment. All students do not have the background and readiness to begin at the same level in the academic curriculum. For example, all students are not ready to understand and master problem solving involving percentage in mathematics. Some will need to begin with addition and subtraction while others can progress far beyond percentage calculations. This means that, while some activities and experiences carried on in the classroom may be profitably participated in by all students, it will be necessary in many learning situations to work with these young people individually and in small groups.

The opportunity to help students who are at varying levels of achievement is particularly favorable in the junior high school. At this stage of development some students who have been slow in learning acquire intellectual maturity and readiness which facilitates and accelerates learning if the teacher begins to work with them at their level of achievement. Moreover, students at average and high learning levels often develop new interests and experience a revival of intellectual curiosity.

It is the Function of the Junior High School to Provide for the Continuation and Expansion of the General Education Program.

The elementary school program is almost entirely concerned with providing general education experiences for children. The Committee which planned and prepared this publication feels that a major function of the junior high school is also general education. Except for the opportunity provided in the ninth grade for students to choose several electives, the function of the junior high school program is to continue and expand the general education program begun in the elementary school.

A general education program is one in which *common experiences* are provided for *all* students. It is not an elective program, rather it is one required of all students.

There are several schools of thought regarding general education. One contends that there are large, comprehensive areas of content which should be explored and studied by all students. Such areas as communications, social studies, humanities (art, music, literature, foreign languages) and personal-social adjustment are areas commonly used in planning and developing a general education program. Another approach is that of developing a curriculum based upon problems (personal, personal-social, social-civic and economic) which are common and of concern to all students and to society. In either approach the goals to be achieved are changes in behavior (attitudes, habits, skills, appreciations, etc.) which are in harmony with the democratic way of living.

In the junior high school general education includes the core program, mathematics, physical education and a host of exploratory courses and experiences. When students reach the ninth grade, they begin to elect courses based upon needs, aspirations and future vocational plans. Recognition of this by the teachers and other guidance workers should be reflected in the program of guidance.

In the program of general education, provision should be made for the stimulation and development of the natural curiosity of this age group. The problem solving approach to teaching is an effective way of accomplishing this objective. In the problem solving approach the student should develop skills in clarifying the problem, setting up hypotheses or "hunches," locating pertinent information which can be used in solving the problem, organizing and evaluating the information, drawing conclusions and developing a plan of action based upon the conclusions.

In seeking to achieve the goals of general education, opportunities should be provided for the student to develop skill in critical thinking and in ways of evaluating working methods and in appraising his personal progress. These are qualities which must be consciously sought in teaching. Opportunity should be provided for the student to gain skills in group cooperation and skill in living as a part of democratic society. Group activities in the classroom and student activities are the most common vehicles through which these opportunities are provided.

Programs of general education at all educational levels should provide opportunities for creative thinking and the expression of ideas based on sound knowledge. These values have implications not only for the organization of experiences and content but also for the relationship between the student and teacher and the general tone of the classroom situation. The youth of junior high school age are, because of their natural curiosity, particularly receptive to teaching which gives them an opportunity for the creation of ideas. All definitions of general education provide for the acquisition of aesthetic values and the development of moral and ethical values. Continued attention to these objectives is a basic part of general education in the junior high school.

It is the Function of the Junior High School to Provide Experiences that will assist the Early Adolescent to make the Transition from Childhood Dependence to Adult Independence.

Since early adolescents are in the beginning stages of the transition from childhood to adulthood, there is an increasing drive to break away from adult control and authority. However, they are not fully capable of assuming the independence of adulthood. Vacillation between childhood and adult behavior is quite common during this period. The child desires independence from adults and yet he constantly is seeking security which many times makes adult control necessary. This need for stability while changing from childhood to adulthood has many implications for such things as self-discipline, student activities, fads in dress, defiance of adults and a host of other behavior problems.

The youth of this age desire the security of a well-defined and understood pattern of behavior, which explains the taboos and rigid rules which teenage groups set up to govern their behavior. If left alone without adult guidance, these youngsters seeking independence and security may well develop rules of behavior which may be ridiculous or even harmful. Under proper guidance of trusted adults, youth can establish rules which are desirable and socially acceptable. While there is, many times because of cultural as well as natural reasons, an increasing tendency to resent adult control, paradoxically, there is a desire for judicious adult guidance. Early adolescents will accept regulations set up by adults if these regulations and the need for such regulations are fair and reasonable and if they are properly interpreted to them or better still if they have had a part in developing them. More and more opportunity should be provided these young people to participate in determining codes of conduct and in planning school activities.

Junior high school students can profit from responsibilities. These should be increased as the student develops in age and maturity. Care should be exercised, however, that these responsibilities should not be beyond their capacity and maturity or that they are not increased too rapidly. Such responsibilities will provide opportunities for the student to find an outlet for his energies and help him develop skills, attitudes and other behaviors of adulthood. There is also a need for the school to work with the students to help them make mature decisions and to help them learn that when they participate in making decisions they must accept the consequences of their decisions.

It is the Function of the Junior High School to Provide a Program of Guidance and Personnel Services Adapted to the Needs of Early Adolescents.

Because of the stresses which are a part of his growing into adolescence and the many new problems and concerns which arise during this transitional growth period, the child of this age has particular need for guidance. The guidance program should be organized and administered to assist the student to solve these problems so that he may feel secure and overcome his fears, anxieties and frustrations. The guidance program in the junior high school should provide opportunity both for group and individual guidance.

Group guidance can be carried on best in the classroom. This would involve including, as a regular part of the curriculum experiences, opportunities to consider problems which are of concern to early adolescents and to society. All teachers should assume some responsibility for group guidance but the major responsibility for a group or class of students should be centered in one teacher. In many junior high schools the core teacher serves as the counseling teacher for one and sometimes two core classes. In addition to the group guidance provided in these classes, the counseling teacher works with the students on individual problems.

Early adolescents need contacts with one teacher for a comparatively long period of time during the day. This is necessary so that the teacher may have the opportunity to know the student intimately and to work with him on his problems both through group guidance and individual counseling. Specialized guidance services such as those provided by professional counselors or psychologists should be available to help teachers in working with youth on their problems and to provide the highly specialized services which problem cases require.

Association with the same group of peers for relatively long periods of time makes for a feeling of group belonging and security so necessary for this age group. The traditional organization of the school day into seven or eight periods of forty to forty-five minutes each does not lend itself to this concept. The need for longer periods with the same group can be met through the organization of the curriculum into larger blocks of time. Having the same core or basic studies teacher stay with the same group through the three years of junior high school is essential to continuous, effective guidance.

The guidance program and the services which it provides must create an atmosphere in which the student believes that he is understood by his fellow students and his teachers and that he in turn understands them.

The Program of the Junior High School Should Provide those Broad Exploratory Experiences which are Necessary in the Educational Development of Early Adolescents.

Rapid changes, broadened insights and outlook and increased curiosity of early adolescents make possible and necessary school programs which give the student the opportunity to explore and participate in many different kinds of experiences. Young people in this age group are not only curious but they are natural explorers. Creating interest in new things is relatively easy and it is an excellent time in the school program to help the student to pursue and develop these interests.

Exploratory experiences have several very fundamental purposes. *First, they contribute to and are an integral part of the general education program.* The experiences should be those which are valuable and essential for all students. Thus, exploratory experiences should not be elective. *Second, they help students develop present and future social and recreational skills and interests.* These would include such experiences as dramatics, social and folk dancing, hobbies (photography, do-it-yourself activities and the like), and individual and small group sports (golf, tennis, badminton and many others). *Third, they provide new experiences which broaden the horizons of boys and girls.* Many students entering junior high school have had little or no experience in manual arts, organized science, foreign languages and in working with certain art media. *Fourth, exploratory experiences help students develop new, useful skills* such as those involved in the touch system in typing and the varied skills which are acquired in the manual arts and in homemaking. *Fifth, they assist students in making present and future vocational plans and choices.* Interest in vocations is often developed as students participate in new and varied experiences. A spark of vocational interest may be kindled through well-planned experiences in art, music, manual arts, homemaking, creative dramatics, creative writing and other exploratory experiences. *Sixth, they provide valuable assistance to students in making choices of future educational experiences.* Many students have preconceived ideas about certain subjects and know little or nothing about other subjects. A student has little basis for election of subjects such as art, music, languages, business, manual arts, science and many others unless he has an experience in each of these subject areas.

Exploration should permeate the entire program of the junior high school. Many experiences such as creative writing, vocational orientation and public speaking can be provided in the core program. Other experiences can be incorporated into the mathematics and physical education curriculums. Still others should be provided in short courses specifically planned and designed for exploratory purposes. Again it should be emphasized that these experiences are valuable for all students and should be included in the general education program.

Further information about this phase of the junior high school program will be found in Chapter IV.

The Junior High School Program Should Help the Student to Develop Vocational Consciousness.

Closely allied to exploration and guidance, vocational orientation should bring about the beginning of vocational consciousness and an understanding of the world of work. The emphasis here is on understanding, on the knowledge necessary for correct choices, and on an interest in such choices rather than the actual choosing of an occupation. No effort should be made to persuade students to make vocational choices even though some will do so.

Occupational groups or families should be studied along with vital information about them. This study would include conditions of employment, aptitude and training required, relationship of personality to success, and the present and probable future demands for service. Students should also gain an understanding of the significance of work, and of the contributions they can make to society through finding a vocation in which they feel successful and happy. While these experiences should be provided for all students, specialized vocational information should be made available for the individual student who is seeking answers to his personal questions.

The relationship between school activities and ultimate vocational choices should be stressed. Many times it is difficult for youth of this age to see this relationship unless the teacher is consciously helping them to achieve this objective. For the student whose vocational consciousness has been aroused, an understanding of this relationship will create a high level of motivation in his pursuit of learning.

A most productive method of bringing about vocational consciousness is through some form of work experience. Through cooperation with the community many opportunities can be created whereby the students may come to grips with the actual problems of the world of work. Due to the age of the youth, the usual concepts of work experiences may not suffice. Working out of such experiences for these students will call for new approaches and creative thinking on the part of teachers and school officials.

It is the Function of the Junior High School to Provide for the Special Individual Interests and Needs of Students.

Opportunity should be provided in the ninth grade for elective courses or experiences which are attractive to the individual student, or which meet his personal intellectual or aesthetic needs and interests. The major purpose of the junior high school remains general education but all students who attend it have a right to expect an opportunity through specialization to meet their individual needs and interests. This may be done through advanced courses in such areas as art, music, languages, homemaking, science and mathematics in the ninth grade. It may also be done in core and other general education courses at all grade levels through identifying special interests of students and providing opportunities for them to pursue these interests individually.

Another fruitful area for accomplishing this function is through many of the co-curricular activities to be found in the junior high program. Club activities and participation in student government afford many opportunities for meeting the individual needs and interests of students. A carefully planned and administered social program also offers many opportunities for meeting individual needs and interests.

It is the Function of the Junior High School to Provide for Articulation with the Administrative Units Above and Below.

The bridging of the gap between the elementary school and the secondary school has been recognized as a major goal of the junior high school since its inception. Unless this is done the establishment of the junior high school may well create two breaks in a child's experience in place of one. The bridging of this gap involves planned articulation with the elementary school below and the senior high school above and calls for a close working relationship with these units.

It is the function of the junior high school to provide the type of program organization and gradually changing experiences which will help the child in making the transition from the self-contained elementary school room with one teacher to the more highly specialized upper secondary school with many teachers. Not only must the transition be made from one teacher to several teachers but from a rather complete pattern of general education to a program of increasingly more specialized subject matter in the senior high school. Transition from the neighborhood school to the community school must also be made. Not only must the student learn to know new teachers but also new surroundings and new students.

The junior high school is concerned with proper articulation with the senior high school just as surely as with the elementary school. Working with the school above on articulation problems poses new approaches but has the same fundamental aspects as working with the elementary school.

Proper fulfillment of the function of articulation with its orientation problems necessitates exchange of information about students, cooperative work on common problems by the faculties of all schools concerned, and inter-school visitation. While the main impact falls on the guidance program, many of the problems are administrative in character.

The Significance of Functions. Functions, objectives or purposes are fundamental in planning, developing and improving the program for early adolescents. They serve as the basis for determining administrative structure, organization of the program, curriculum design and content, teaching procedures and evaluation of the program. A program for early adolescents cannot be determined intelligently and effectively without agreement upon goals which reflect the needs of the students and of society. Thus, every consideration and action in developing a junior high school program should be based upon carefully formulated, meaningful functions or objectives which are acceptable to all who are planning the program. Moreover, the evaluation of the program should be an apprisal of the degree to which the functions have been achieved.

The Responsibility of The Faculty. It is rather evident that a faculty which is developing a new program or improving an existing one must, early in the process, agree upon the functions or purposes of a junior high school. If this is done from scratch, the procedure involves arduous, time-consuming study and discussion. When time is available this approach is a most valuable and profitable one. However, many faculties cannot spend an entire year determining objectives and must find a way that involves less time. Such faculties usually study statements of functions such as the one provided here, discussing each until it is clear and meaningful, considering the implications of each function, making modifications and deleting or adding if it is the consensus of the faculty to do so. The end result of this study is faculty agreement on a list of objectives which the members are dedicated to use in developing or improving the program. Only when such understanding and agreement is reached is the faculty ready to work on the specifics of the program.

The committee that planned and developed this publication agreed upon the functions which are listed and explored in this chapter. The ideas and content included in the succeeding chapters are based upon these statements of objectives.

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CHAPTER IV

The Instructional Program in the Junior High School

In earlier chapters, a number of reasons for the development and continued growth of the junior high school have been reviewed. These have been based upon the extensive amount of research available regarding the needs and characteristics of the age group, and upon a point of view which holds that educative experiences provided by the schools must be truly functional for the persons who attend them, and in keeping with the expectations of the society by which they are supported.

Schools are established by social groups in order to induct the young and alien into the particular societal order. In the American culture, this induction has aimed at both a high degree of personal development and of sensitivity to our cultural heritage and the aspirations of the American dream. For this reason, educational goals are conceived in personal-societal terms, and the primary function of the school is regarded as that of striving to assist and enable the student population to become truly mature persons capable of functioning maximally in a democratic society.

The period in the learner's life covering the usual junior high school years is one of transition and sharply accelerated development. As has been clearly shown in Chapter II, in spite of the wide ranges among individuals composing any group of early adolescents, there exists a developmental pattern of growth through which each individual proceeds at his own rate. The physical, social, intellectual, and emotional changes which these young persons undergo operate in such a compulsive fashion as to accentuate each individual's search for ways of making satisfying adjustments. Interestingly and significantly, this causes the period of early adolescence to be one in which learning is a natural and all-consuming activity. Much of this search goes on, of course, in other than formal educational situations, but this can be a truly rewarding time for learning if teachers understand the age group and if the school is geared to meet their unique needs.

One of the primary purposes of the junior high school is to provide an educative environment in which the early adolescent is enabled to seek self-realization and fulfillment through dealing directly with problems which are unique and of concern to him and with the expectancies of our changing democratic society. This function, and those others described in Chapter III, distinguish the junior high school from the other sectors of the educational ladder and document its importance.

THE INSTRUCTIONAL PROGRAM SHOULD BE DESIGNED TO PROVIDE FOR NEEDS OF EARLY ADOLESCENTS AND OF SOCIETY

It would seem logical to assume that the instructional program of this institution, in view of its particular orientation toward the unique needs of one special age group and toward facilitating that group's transition from one level of schooling to another, ought to differ in some essential respects from that provided in the elementary school and the senior high school. If this were not the case, there would seem to be little reason, other than expediency or convenience, for establishing a junior high school nor would there then seem to be any sound reasons for changing from the traditional 8-4 pattern. Indeed, the seeming failure in the past to recognize that the creation of this institution necessitated an effective reconstruction of the instructional program may have contributed to the somewhat general feeling that the junior high school, in the years since its inception, has fallen short of the expectations held for it. While this certainly is not altogether the case, it must be admitted that the institution has not yet achieved the basic objectives described in Chapter III nor has it attained its full potential.

The attempt to develop the junior high school into a distinctly different school has been a long, slow, arduous process. Even after its functions were clearly delineated and found to be different from the elementary and high school there was reluctance to change the program. Educators could no more free themselves in the beginning from the stereotype that this institution should "look like" a high school than early automobile manufacturers could get away from the "whip socket" stereotype which forced them to design the first automobiles as nearly like the familiar horse-drawn carriages—complete with dashboard and whip socket—as possible. In consequence, the instructional program of the junior high school was shaped along the same general lines as that of the existing high school, and departmentalization was extended downward to include the seventh grade. Learning experiences were organized along the usual subject matter lines and were designed primarily as preparation for pursuit of similar subjects in senior high school.

Recent Trends in Junior High School Education. Some schools were notable all along for experimenting with new approaches, and many others have tried from time to time, with varying degrees of success, to break the shackles of the educational lock-step. It is only within fairly recent years, however, that there have been any clear signs of the emergence of a truly unique institution adequately geared to the performance of its proper function. The trends in this emerging pattern have been identified by Gruhn and Douglass as:

1. The trend toward closer interrelation between the various subjects. It has taken several forms, including organization into broad fields, fusion of subjects, correlated courses, integrated or core courses, and the experience curriculum.
2. The trend toward greater participation by pupils in planning learning activities.

3. **The trend toward the organization of course-of-study material and learning activities into large units.**
4. **The trend toward the use of resource units in place of, or as a supplement to, the typical conventional course of study.**
5. **The trend toward less dependence upon the textbook and greater flexibility in its use.**
6. **The trend toward correlation of the curriculum with real-life activities outside the school.**
7. **The trend toward preparation for intelligent consumership and effective home life.**
8. **The trend toward more adequate preparation for intelligent citizenship.**
9. **The trend toward postponement of college-preparatory and vocational studies.**
10. **The trend away from large numbers of differentiated curriculums and courses and toward differentiation within curriculums and courses.**
11. **The trend toward general education as compared with special education; in other words, the trend toward emphasis upon teaching for the common needs of all youngsters rather than upon elective subjects in fields of special interests.**[1]

The better junior high schools of today attempt to design and relate their instructional programs in a meaningful fashion to what now is known about the characteristics and needs of students of junior high school age, to help these students learn how to make satisfying adjustments to their rapidly changing world, and to help prepare them for the succeeding stages in their maturation.[2] In order to do so, they provide a comprehensive instructional program of general education with an opportunity for students to choose, with guidance, several electives in the ninth grade. The general education program includes three kinds of experiences: first, common learnings, often called core, basic education or unified studies, which is scheduled for two or more class periods each day; second, certain other subject matter courses such as mathematics and physical education; third, exploratory courses and experiences, the nature and purpose of which have been described in Chapter III and which will be explored more fully later in this chapter.

GENERAL EDUCATION THE MAIN FUNCTION OF THE CURRICULUM OF THE JUNIOR HIGH SCHOOL

In Chapter III, Functions of the Junior High School, general education has been defined as that part of the instructional program in which *common experiences* are provided for *all* students. It is, therefore, not an elective program but rather one required of all students.

There are many valid reasons for placing considerable emphasis upon general education at this stage of the student's educational experience but it probably is not necessary to enumerate them at length here. The school, as the major agency for making possible that "social cementing" which seems particularly necessary in our democracy, is and should be concerned, at all levels, with general education. The junior high school simply provides an excellent opportunity, before specialization becomes an increasingly dominant drive, for attempting to make sure that the behavioral outcomes regarded as essential to individual self-realization and fulfillment, as well as to our national welfare, have had adequate opportunity to emerge and develop. It should be clear that this is not intended to imply the imposition of any preconceived set of values on the individual student but rather the opportunity here available for helping students to consider alternatives and to grow in the ability to make good choices. As French has stated so well:

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[1] Gruhn, William T. and Douglass, Harl R., *The Modern Junior High School,* (Rev.), The Ronald Press, New York, 1956, p. 65.

[2] Lewis, Gertrude M., *Educating Children in Grades Seven and Eight,* United States Department of Health, Education, and Welfare, Office of Education, Bulletin 1954, No. 10.

> . . . the school's task is to provide the possibility of experiences which encourage and facilitate individual students in the intelligent adoption of better standards and patterns of behavior than might otherwise be the case. This means that a program in general education should undertake to channel the student's intellectual capacities into the tasks of self-realization and responsible citizenship. Such a program is intellectual in the best sense of the word, because it assumes that students are not only expected to know something but are also expected to know how to use what they know and to have the disposition to do so. Building up in students an increased store of remembered knowledge is not by itself an acceptable objective of general education. Its objectives are attained only when students "know" in the sense that they exhibit intelligence in their use of knowledge.[3]

The Purposes of General Education. The two major purposes of general education, that of concern for the person as an individual and concern for him as a citizen, are described in this fashion by French:

> The first proposes that general education help each person realize his fullest potentialities. It recognizes each youth as a maturing individual who has not yet reached the levels of physical, mental, social-civic, economic, or vocational maturity he should reach as a mature adult. It therefore seeks to help youth become all that is within them to be. It recognizes that self-realization, not self-preservation, is the first law of human life—that human nature seeks to *become* and is not satisfied merely to be. . . .
>
> The second of the two coordinated purposes of general education . . . is concerned with the growth toward responsible citizenship. The words "responsible citizens" are used in their broadest sense to include the common relationships one has with people in face-to-face situations, as well as those arising as one cooperates on a less personal basis in political, social, economic, or cultural organizations. That education in this country should be designed to help all young people become responsibl ecitizens in this sense, is as essential as that it should help each to realize his individual potentialities. The very existence of the democratic state demands it. Without the universally shared willingness and ability of each citizen to act as intelligently as possible upon matters of public concern, democratically oriented societies are bound to fall far short of their declared purposes.[4]

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[3] French, Will, and Associates, *Behavioral Goals of General Education in High School,* Russell Sage Foundation, New York, 1957, pp. 36-37.

[4] *Ibid.*, pp. 27-28.

It is recognized that provision for these kinds of educative experiences can be made in a variety of ways depending upon such factors as the size of the school, conditions within the local community, the point of view and qualifications of the faculty, and the like. The position taken here, however, is that there exists ample evidence to support the initiation, as rapidly as a given school can possibly do so, of a particular kind of instructional program which it is believed will enable the junior high school to perform its proper functions more adequately.

The Program Design. It has been stated previously that the instructional program in the modern junior high school should be composed of four closely interrelated parts. One of these, in which there is major concentration on common learnings and guidance, consists of a block of time, usually of two or three hours duration, in which the students are scheduled with the same teacher who, conceivably and probably, should work in this capacity with them for all three years. Schools so organized generally speak of this part of the school day as the block, core, common learnings, or unified studies period. Another phase of the student's day is devoted to those courses ordinarily required of all pupils such as mathematics and physical education. The third part of the day consists of regularly scheduled exploratory courses as distinguished from the exploration experiences which are provided within the block and within required subjects. The fourth aspect of the program is specialization subjects, which generally are confined to the ninth grade. It should be understood that block-time teachers and teachers of the usual required courses also contribute to the student's evolving specialization. A major part of the remainder of this chapter will be centered upon a somewhat detailed consideration and description of these four interrelated parts of the junior high school program design.

Practically all of the instructional program, it should be emphasized, is general education. Only a relatively small proportion of time toward the latter part of the student's junior high school stay seems advisable for beginning specialization. More and more junior high schools are eliminating electives in the seventh and eighth grades and there is a growing tendency to question the practice in the ninth. Support for such emphasis on general education seems amply documented in Chapters II and III as the needs and characteristics of early adolescents are described and the functions of the junior high school are defined. This does not deny students opportunities for individual activity, exploration, and the pursuing of special interests since a great amount of individuation goes on in all phases of the common basic instructional program. It does assume that students will, and should, delay specialization and decisions concerning educational and vocational goals until later.

THE BLOCK OF TIME IN THE INSTRUCTIONAL PROGRAM

Scheduling students to one teacher for an extended period of time provides increased opportunity for the needs, abilities, and interests of individual students to be identified and dealt with satisfactorily. It also affords a gradual and effective means of adjusting to transition from the self-contained classroom of elementary schools and makes possible better guidance of students. These are a few of the many increased advantages which teachers have by virtue of being with the same students over a longer period of time along with the newer approaches to teaching which are a characteristic of the block and constitute its chief advantage.

Effective core[5] classes make extensive use of teacher-student planning and of problem-solving techniques. The specific curricular experiences which are dealt with through the problem solving approach are identified through teacher and total staff study and planning, and through careful planning with students to determine the problems which are significant and of concern to them. These problems are real and are derived from what we know about the growth and development of early adolescents, their developmental tasks, their common and individual concerns, the demands of our democratic society, and the most significant clues we can distill from research.

Approaches to the Selection and Organization of Content in the Core. There are may different ideas and practices regarding the content of the core. Among these, three approaches seem to be most prevalent in current junior high school programs. In the first of these, a teacher has a group of students for two or three continuous periods each day. The teacher assumes responsibility for the content of two or three subjects. Often the subjects are social studies and language arts. Occasionally a third subject such as mathematics or science is added to the block of time. Each subject is taught separately during one of the two or three periods available. Usually the content comes from textbooks or courses of study in which it is presented logically and sequentially. The goals sought are often confined to the memorization and retention of facts. Curricularwise there are no advantages to this type of organization. There are, however, some benefits derived from the opportunities that students have to become more closely identified with a single teacher, from reducing student frustrations and tensions in the transition from the self-contained elementary classroom and from individual guidance made possible through the teacher knowing the students more intimately.

The second approach is one which involves a combination of correlation and fusion of subjects. This might involve the study of a subject matter area in social studies, such as the Westward Movement, during which the literature of this period would be read and correlated with the history. It may also mean that, using social studies as the content vehicle, the skills in the language arts (reading, writing, speaking and listening) are taught. More specifically, if a core class is studying about the beginning of our nation, the students will be reading, writing, speaking and listening, and the teacher develops techniques to teach these skills through the social studies content. This approach has the same advantages as the separate subject organization plus the fact that students begin to see the relatedness of subject matter. However, the purposes still involve, mainly, the acquisition and retention of facts.

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[5] Hereafter, for the sake of clarity and consistency the period of time referred to as "the block" will be called "the core." Readers are familiar with the fact that many other terms are used to describe this block of time.

It should be said here that both of the above approaches would be improved immeasurably if the purposes were defined in terms of behaviors. One of the most important functions of the core program is to help young people develop and acquire attitudes, habits, social skills, ideals, interests, ways of thinking and appreciations which will help them live effectively and harmoniously in our democratic society. To make this possible, teachers using either of these approaches need to help students relate the facts which they are acquiring to present day living. Although this is not the most effective way of changing and developing behavior, it can be employed with some success.

The third approach to determining the content in the core is through basing the curriculum upon common problems, needs, concerns and interests of early adolescents and upon the demands, pressures, and forces of society which impinge upon the daily living of these young people. This does not mean that only felt needs are given consideration in the curriculum. There are many very personal needs of which early adolescents are not aware. Certainly many of the problems of our society which youth need to solve are not within the conscious thinking of junior high school students. It is our responsibility to help them become cognizant of these problems and to deal with them in the curriculum. If we include in the curriculum such problems as "How to build a strong and healthy body," "What can we do to further world peace," and "What can we do to make our community a better place in which to live," we are not only dealing with problems that are of concern to youth but also making it possible for students to change their attitudes, habits and other behavior or to develop new ways of behaving in relation to the problem or issue under consideration. These are goals worthy of being sought and achieved by everyone who believes in the democratic ideal.

Launching the Core Program. The third type of core program, which has been only briefly described, is the one which is advocated by the committee which developed and prepared this publication. In succeeding pages, further understandings are developed and practical suggestions are made for use by faculties who are planning a core program based upon the problems, concerns, needs and interests of early adolescents, and upon societal demands and forces. The committee recognizes that all junior high school faculties cannot begin with this type of core program. Principals are urged to begin with the type of core which the faculty can agree upon. This criterion usually provides positive evidence of the readiness of the teachers and of the amount of change in the program which they will support. It is folly to move immediately from a highly departmentalized, subject-centered program to a problem-centered one. On the other hand, it is very unfortunate when a core curriculum such as type one or type two is instituted without plans to gradually move toward a core based upon the problems of youth and society. Later in the chapter help is provided on procedures that a faculty may employ in improving the program.

The Problem-Centered Core. The subject matter, therefore, of the block period is problem-centered and personal-societal in nature. As content, it is dealt with through the utilization of large problem areas. The significant feature of the area is that there is concentration on a problem situation which possesses reality to the learner and which is of common concern. In dealing with such a problem area, students and teacher are challenged to bring their best efforts to bear in analysis, projection of possible procedures, effective use of recorded knowledge and other sources, mastery of tools of learning, and evaluation of procedures and behavioral outcomes.

The selection of problem areas, obviously, cannot be haphazard. The teacher must have intimate knowledge of each individual student —his previous school record, his test scores, home background, interests, and other pertinent data. The teacher also must possess social insight, understanding of the culture, and wide acquaintance with what research has to say about the problems of human growth and development.

In the selection of a problem area, early establishment of criteria for choosing problems soundly is highly important. Such establishment of criteria, based upon consensus of staff, the student population, parents, and consultants and buttressed by evidence from research, serves to make more certain that those problem areas finally chosen are truly common learnings and not just matters of ephemeral interest. The felt and immediate needs of students, consequently, do not become the sole basis for such selection but are considered in proper relationship to later requirements and to societal imperatives. Such criteria generally include, among others, items like:

- Commonalty
- Reality
- Urgency
- Immediacy in the lives of the student population.
- Adaptability to the maturity level of the students.
- Provision of opportunity for growth in acquiring values.
- Provision for generalization beyond the experiences of the student.
- Provision for demonstrating the relatedness of knowledge.
- Availability of materials and other resources sufficient to insure adequacy of exploration.

Identification of Problem Areas. Many studies have been made in identifying problem areas which determine the scope of the core program. Some researches have resulted in long lists, others are comparatively short. All are similar, in that there are a number of areas common to all lists. Lurry and Alberty have developed a list of sixteen, based upon a review of the literature and judgments of thirty curriculum workers, which they believe could serve well as the basis for an adequate core program.

1. Problems of school living.
2. Problems of self-understanding.

3. Problems of finding values by which we live.
4. Problems of social relationships.
5. Problems of employment and vocation.
6. Problems of using and conserving natural resources.
7. Problems of education in a democracy.
8. Problems of constructive use of leisure time.
9. Problems of family living.
10. Problems of communication.
11. Problems of democratic government.
12. Problems of community and personal health.
13. Problems of economic relationships in a democracy.
14. Problems of achieving world peace in the atomic age.
15. Problems of intercultural relationships.
16. Problems of critical thinking.[6]

Lurry and Alberty suggest that *Problems of Critical Thinking* be omitted from the list because it involves method rather than a problem area which gives leads to curriculum experiences.

The Illinois Secondary School Curriculum Program Study utilized eight problem areas.

1. Earning a living.
2. Developing an effective personality.
3. Living healthfully and safely.
4. Managing personal finances wisely.
5. Spending leisure time wholesomely and enjoyably.
6. Taking an active part in civic affairs.
7. Preparing for marriage, homemaking and parenthood.
8. Making effective use of educational opportunities.[7]

The similarities in these two lists are very evident. The first one is more definitive but both cover about the same scope of problems.

The Use of Problem Areas and other Resources in Curriculum Planning. In preparing for a problem-centered core, it is essential that a faculty, especially the core teachers, use every resource available in identifying the problems of early adolescents, and the problems which emerge as they interact with society. Among these resources are:

- the research and literature in human growth and development including developmental tasks;
- the literature and a common-sense analysis of the expectancies of society and its impact upon the lives of early adolescents;
- the students themselves who can provide valuable information about the problems they face in their daily living;
- the activities which these young people carry on outside of school hours;
- the researches which have dealt directly with the identification of problems of young adolescents;
- the teachers of these young people who have worked with them intimately and know of their problems.

As the study progresses and the faculty is exploring each of the six resources, the problem areas can be used effectively in checking the adequacy of the scope of the problems which have emerged from the study. For example, when the specific problems have been identified and they are checked against the problem areas, the faculty might discover that no problems have been unearthed in areas of education in a democracy or in community health. This would give leads to further study to ascertain whether early adolescents did or did not have problems in these areas. Although problems from every problem area may not necessarily be in the core curriculum every semester or every year, the balance and scope of the curriculum would be subject to question if problems from all areas were not included in the three years of core work.

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[6] Lurry, Lucile P. and Alberty, Elsie J., *Developing a High School Core Program*, The Macmillan Company, New York, 1957, p. 60.

[7] Hand, Harold C., *Problems of High School Youth*, Springfield, Illinois, Department of Public Instruction, 1949.

Some faculties begin the process of curriculum planning by starting with the problem areas and use the resources listed above to identify specific problems in each area.

The pre-planning procedure may appear to point toward a rigid, inflexible curriculum. It is not intended to do so. A teacher cannot teach core without having a comprehensive background of the problems of early adolescents any more than a teacher can teach algebra without a background of mathematics. Core was never intended to be based upon what comes from students when asked what they would like to study. Rather, it involves much study and careful pre-planning in which many teachers participate. The kinds of problems identified in the study made by teachers need not be foisted upon students. If they are used directly with students, opportunities should be provided for them to discuss, evaluate, and analyze each problem to make certain that the problem is one of concern to all or most all. The most successful teachers do not present these problems to the student. They plan with them by setting up criteria for the selection of problems and by helping them to consider many problem areas as they identify specific problems for consideration of the class. A teacher who has a background of experience from studying the growth and development of adolescents and their problems has as much responsibility as the student in suggesting problems, with the understanding, of course, that his suggestions will be scrutinized and evaluated in the same way the students' suggestions are appraised by the class.

Everything that has been said here points toward the need for continuous planning. A core program thrives on planning, and it usually becomes decadent without it. Additional information about planning is provided further on in this chapter.

Individual Interests and Exploration in the Core. While the core is primarily designed to deal with the common problems of early adolescents, the core teacher cannot ignore the individual or special interests of students. Usually no other teacher in the junior high school has as much opportunity to discover these special interests because no other teacher will have these students for one-third or one-half of the day nor does he get to know them as intimately as the core teacher does. Regardless of the student's interest, whether it be in biography, photography, art, music, science projects, or the like, the core teacher should encourage the interest, and either help the student to pursue it or see that someone else helps him to do so. In this way special interests can be nurtured, and the horizons of the gifted expanded.

One of the important functions of the junior high school described in Chapter III and discussed in some detail in this chapter is exploration. Although the junior high school program includes exploratory courses, the core teacher must also assume responsibility for providing exploratory experiences. He must be constantly alert to new kinds of experiences which will open new avenues of interest and broaden the intellectual, social and emotional horizons of early adolescents. Such experiences as choral reading, creative writing, community studies, venturing into studies of new kinds of literature, cooperative reading of poetry and prose, writing short stories, developing a class newspaper, writing poetry and fiction, establishing a continuous correspondence relationship with foreign students and a host of other exploratory activities will provide new experiences for many young people and serve to develop new interests and insights.

The Guidance Role of the Core Teacher. The core teacher is best situated to assume the major role in the guidance of pupils. In fact, when learning is conceived of in terms of behavioral outcomes, there is no distinction between teaching and guidance. This would mean that all teachers who deal with early adolescents serve to help them in becoming increasingly mature persons, in knowing what they must in order to function adequately, and in growing in self-discipline and self-direction. There is no difference between the responsibility of the teacher in the block in this respect and that of other teachers but it does seem reasonable to expect him to exercise major responsibility in view of the long period of time during which he has the pupils and in consequence of the nature of the approach taken in the block class. As Lurry and Alberty have pointed out,

> When an adequate core program is functioning in a school, education and guidance become synonymous. If the function of guidance is to help pupils solve their problems then we find in the core a full scale program dedicated to this approach. If the core concerns itself with a continuous attack on the common personal-social problems of youth as content, the core teacher plays a leading role in guidance and trained guidance personnel become the most valued available resource.[8]

Kelley, too, states,

> . . . guidance should be mainly the responsibility of teachers because it is they who have the closest, the most frequent, and the most extended contacts with pupils in a natural situation. It is the main responsibiliy of guidance staffs to work cooperatively with teachers, and to give them help as needed.[9]

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[8] Lurry and Alberty, *Op. cit.*, p. 36.

[9] Kelley, Janet A., *Guidance and Curriculum*, Prentice-Hall, Englewood Cliffs, New Jersey, 1955, p. 420. Reprinted by permission.

Guidance involves helping young people to solve their own problems and to deal effectively with the problems of society which impinge upon their daily living so that they can acquire attitudes and other behaviors desirable for effective living in our democratic society. Some of these problems are common to all or almost all early adolescents—others are individualistic in nature. Guidance also requires a continuous, intimate, satisfactory relationship between the student and the teacher who is assisting him in his search for self-realization and fullfillment.

A teacher who chooses to teach in the core should have a special interest in the guidance of early adolescents. He should recognize that assumption of the major responsibility for guidance of one or two groups of boys and girls is not only a serious one but a most important one. He should be willing to dedicate his time and effort to this significant task. The role of the core teacher has many implications and ramifications. Among them are the following:

- He should strive to develop good, wholesome, friendly relationships with all students for whose guidance he is responsible. Certainly little can be done in working with students or their problems if rapport does not exist.
- The core teacher should provide ample time and opportunities, during the core period, for students to identify and solve problems common to the group including those emerging from their interaction with society. Since young people do have common problems, this group guidance approach is an essential responsibility of the core teacher.
- He should recognize that almost all students have special, individual problems which are of concern to them, and assist them in finding solutions to these problems. This requires time during the school day for the core teacher to do individual counseling.
- The core teacher should have continuous contact with students for whom he has assumed guidance responsibilities. This will help the teacher to know students intimately, an essential to good guidance. It means also that the core teacher must not only have the students for more than one period a day but for all three years that they are in junior high school. Continuous guidance cannot be realized when students are passed on to a new core teacher each year.
- He should enlist the cooperation of other teachers who work with students in his core classes. Teachers of required and elective subjects, and of exploratory courses can provide much valuable information about students, and assist in the solution of many problems. The counseling teacher should have periodic reports on the activities and behavior of students in other classes and on the playground.
- The core teacher should assume full responsibility for maintaining the cumulative records of students. These confidential records are usually kept in a locked file in the counseling teacher's room. He uses them to gain a better understanding of the students and to help them in problem situations. He also adds new information about each student as it is unearthed by him or made available to him.
- He should be the principal liason person between the home and the school. This means frequent contacts and conferences with parents

of students in his core classes. It also means occasional conferences in which the parents, the student, and one or more other teachers participate.

- The core teacher should seek assistance when problems of guidance arise which he feels unprepared and insecure in handling. This means help from the principal or, more often, from the guidance counselor in the junior high school or from the community or school child guidance clinic. Usually there are a few boys and girls in every class who need the assistance of a specialist. Core teachers should recognize this and see that the student receives the assistance needed.

The Role of the Guidance Counselor. Reference has already been made in Chapter III to the function of the guidance counselor. Many junior high schools have centralized the guidance program. This type of organization places major responsibility for the guidance of students on one or two guidance counselors. This is an impossible assignment for any person, regardless of training or seriousness of purpose. No one can assume major responsibility for the guidance of 100 to 1,000 young people. In many junior high schools the guidance counselor does not even see all students individually during the school year. Actually he works only with severe problem cases and does not pretend to know many of the students intimately.

The Committee which prepared this monograph feels that the guidance counselor does have most important functions to perform in the junior high school program. Since he has special competencies in understanding the growth and development of early adolescents, and in counseling techniques and procedures, he can be of inestimable help to the counseling or core teacher. He can help the core teacher with severely maladjusted children. This would mean working cooperatively in making case studies, obtaining assistance from community agencies, working closely with the home and, finally in planning therapy. He can also work regularly with core teachers helping them gain a better understanding of early adolescents and assisting them in improving their group guidance and individual counseling techniques. These important roles of the guidance counselor raise the professional level of this position and also utilize the special competencies of those who have prepared themselves to do this work.

Grouping for Core. Since a major concern in general education is that of assuring an understanding and appreciation of our democratic way of life as well as a disposition to support it strongly and to work toward its continued improvement, it is deemed advisable to group pupils heterogenously in the core. In this way, pupils have opportunity to experience at first hand the value of working together with peers of varying abilities, interests and backgrounds, and to appreciate their unique worth as individuals.

Before decisions are made on grouping, faculties should give careful consideration to the research in this area, and what we know about learning and the growth and development of early adolescents. Experiences in the core are provided not only to further the intellectual growth of students but also their emotional, social and physical growth—not only to help them acquire information and academic skills, but also to help them change and develop attitudes, habits, social skills, ideals, interests and other desirable behavioral objectives. There is no conclusive evidence to prove that intellectual growth is enhanced more when students are grouped by mental age or reading level than when they are grouped heterogeneously. There is evidence to show that positive attitudes toward school and learning, motivation, and other desirable behavioral growth are best achieved through heterogeneous grouping. While heterogeneous grouping seems to be most reasonable, effective and productive in courses in the general education program, there is a natural type of homogeneous grouping which occurs in the elective program in the ninth grade and in senior high school. Students with above average mental ability tend to elect academic courses, students with interests and aptitude in art tend to elect art courses, and those who desire careers in the home usually elect homemaking courses. Elective courses are not a part of the general education program, hence, we find students through choice or counseling grouping themselves naturally with some degree of homogeneity.

When students are grouped heterogeneously in the core, it does not mean that provisions are not made to take care of individual differences. Although there are common objectives, attitudes, habits and other behavioral goals, every student has different backgrounds and potential for achieving these purposes. Opportunities should be provided for each student to achieve to his maximum potential. This means that every student will be given responsibilities which are not only challenging to him but which also utilize, extend and expand his competencies. The work of a core class includes more than study and discussion of a problem in which all members of the class participate. It involves small groups of students working in special interest areas which are related to the problem under consideration. It also involves individual students working on their own to satisfy an interest or concern and provides an opportunity for them to explore new frontiers.

Evaluation in the Core. The primary goals of general education are to help students to acquire attitudes, habits, social insights and skills, interests, ideals and other behaviors which are desirable for effective, successful living in our democratic society. Since the core curriculum is a major part of the general education program in the junior high school, evaluation in the core should be focused on these behavioral objectives. In other words, ways and means should be developed which can be used in appraising student growth toward specific behavioral purposes. In this approach to learning and evaluation, the acquisition of facts and academic or learning skills becomes a means to the end rather than end in itself. Since behavior should be based upon adequate information, the appraisal plans should also include evaluation of the growth of students in knowledge and learning skills. However, evaluation of the objectives of the core curriculum cannot be accomplished merely through the appraisal of the attainment of facts and academic skills—it must be focused upon growth toward behavioral objectives. Much more detailed information about evaluation will be found in Chapter VIII.

Evaluation should be an integral part of the plans for instruction and learning in the core. A learning experience is not complete when problems are identified and plans for solving these problems through using adequate resources are consummated. Both the teacher and students need to know the behavioral goals which may be attained from the solution of the problems. Equally important, they need to plan and agree upon procedures and techniques which will help determine the status and growth of each student toward those goals. Since learning is purposeful, students should not only participate in setting up the objectives of a learning experience but also in planning with the core teacher ways of finding out the degree to which each student has grown toward the objectives. Evaluation is planned primarily for the benefit of the student, although the teacher can use the data for many purposes.

In regard to the significance of evaluation to students, Kelley says,

> These evaluations prove to be growth instruments. The student sees whether he is making progress and the rate of growth he is achieving. The teacher and guidance counselor, through these evaluations, sees the rate of growth pattern of the student and thus will not push him to achieve faster than his natural patterns of progress. As the pupil thinks critically about his progress, he has new insights into the improvements he can make in himself, not only mentally, but in social, emotional, civic, and moral areas as well.[10]

And, in speaking again of the value to pupils of this kind of learning experience, she points out that experiences in these evaluative skills

> . . . afford adolescents an inner integration as *thinkers*, as *persons*, as *citizens*, and a *group members*. In this attempt of teachers, guidance counselors, and curriculum specialists to spell out citizenship in a classroom, to develop ability to make decisions, and to evaluate achievement, they are giving encouragement for adolescents to grow in maturity within a framework of real meaning. This framework has its basis in integration.[11]

Resources for Use in the Core. In any learning experience which deals with problems of living or relates organized subject matter to problems of youth and society, the need for a wide variety of resources is evident. The core curriculum which uses one or both of these approaches to learning requires information from many sources in that the facts needed to solve problems of living usually cut across several and often many subject matter fields.

Because of the nature of core learning experience, it would not be possible to use a single textbook as a basic resource. This does not mean that textbooks cannot be used but rather that they become one source of information along with many other resources. Among the many resources which should be available to the core teacher are the following:

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[10] Kelley, *Op. cit.*, p. 351.
[11] *Ibid.*, p. 351.

- **An adequate building materials-center.** Included in this center should be a good selection of library books, magazines and pamphlets, textbooks, a library of filmstrips, slides, and tapes, audiovisual equipment, a photographic dark-room and a selected professional library.
- **A well organized and equipped central materials-center.** This center should service all schools in the county or city system. It should include sound films, filmstrips, slides and tapes beyond those purchased by each school; a library of trade books which teachers and students may examine and purchase for their school materials center; a comprehensive professional library to supplement the school libraries; exhibits of materials such as maps, globes, charts, art, science; pupil and teacher made materials from which teachers may get ideas and suggestions of materials to purchase and make; art objects and museum exhibits which may be requisitioned by teachers; and special audiovisual equipment which cannot be purchased by all schools.
- **A community resource card file.** This card file should be developed by the coordinator of materials on the central offce staff. It should include every material and human resource available in the community for school use. Complete information should be provided on cards about places which may be visited by students; materials owned by organizations and individuals which can be borrowed by schools for limited periods of time; people in the community who have special contributions to make to the program either through speaking to a class or through being interviewed; community activities which students may participate in and a host of other resources. Each school should have a complete card file in its material center.
- **A public library.** Often teachers overlook the wealth of materials available in public libraries. Librarians in these libraries are usually willing and anxious to work with teachers in providing materials for students. In many localities where funds for school libraries are inadequate, the public library has worked with teachers to provide much needed books and pamphlets.
- **A file of resource and teaching units.** As teachers work together in improving the core, they develop resource and teaching units. Over a period of years these units cumulate and if they are kept in a file they can be useful to core teachers. This does not mean that a teacher would select a resource or teaching unit from the files and use in verbatim.

Rather he could use it to obtain background and ideas for planning such an experience with his students.

In working with a core group teachers should not feel that they must assume all of the responsibility for identifying resources. This is a task in which students should share. One of the purposes which threads through all learning experiences is to help students to find materials which will provide information relating to the problem under consideration. This is a skill which students learn if they are given the responsibility for locating and identifying pertinent materials.

Pre-planning for core. There are many evidences in what has been said previously that there is a paramount need for core teachers to work and plan together, regularly and often. In many junior high schools the core teachers are provided one period per day so that during the week they can plan together for two or three of the periods and use the remaining ones for individual conferences with their students. Schedules are arranged so that teachers having core classes at the same grade level can plan together.

Since the core curriculum is an ever changing one, teachers can provide mutual assistance to each other in the anticipatory planning which is essential to a continuously improving core program. A planning period provides opportunities for them to discuss problems they are facing in the classroom daily, to develop resource and teaching units, to discuss individual students, and to make use of resource persons such as the principal and supervisor.

It is particularly desirable and necessary for teachers without experience in core who have chosen to teach a core class to be inducted only after a considerable period in which they plan together. No teacher should be expected to assume responsibility for a core class unless he has planned with others, at least every week, for a full semester prior to the time when he takes over the class. A core program usually rises or falls depending upon the effectiveness and consistency in planning previous to and during the period when the class is in session.

The Home Room. Many junior high schools include a home room period in the daily schedule. The idea was originated as a means of providing group guidance for early adolescents. A home room consisted of a group of students assigned to a teacher who served as an adviser. The teacher met with these students for ten to fifteen minutes each day. The period was provided primarily for students to bring their problems to the teacher or the group and receive assistance in solving them. Actually, in many schools, the home room period has become an administrative period in which attendance is taken, the principal's bulletin is read, reports are given by student council members, drives are made for funds and a host of other activities are carried on. These, of course, are essential to the operation of the school and its relationship with the community.

When a junior high school has a core program, there is no need for a home room in which problems of young people are given consideration.

That is a major function of the core. There is, however, a need for an administrative period. Some schools provide ten or fifteen minute periods each morning for this purpose. Other schools simply lengthen the first period by ten or fifteen minutes so that teachers and students may give undivided attention to the administrative details and problems of the school.

Prevalence of Block-Type Schedule. The inclusion of a block-type schedule in a junior high school usually indicates that some sort of core program is in operation. While many junior high schools have not yet adopted the block-type schedule, it is fairly prevalent. Tompkins made a study in 1955 of the daily schedule in 2,000 junior high schools whose administrative heads were members of the National Association of Secondary-School Principals. He reports that a majority of the 1,250 usuable returns indicated that the block-type classes are provided in these schools and that, in schools with more than 1,000 students, the percentage was 72.5. On the basis of his survey and observations, he predicts that "As time goes on, fewer and fewer junior high schools will retain the single period practice for general education classes."[12] The United States Office of Education found in its 1948-50 biennial survey that 15.8 percent of all junior high schools had a core program at that time.[13] In a survey conducted recently in Minnesota, Bossing and Kaufman found that 32.9 of their respondents from the state's junior high schools had block-type schedules.[14]

Studies of block-type classes in junior high schools reveal the existence of varying practices. Many of these schools combine such subjects as English-social studies, mathematics-science, and social studies-science in order to permit teachers to work with pupils for a more extended period of time. Others fuse or unify these subjects around a central theme or problem while the rest cut across subject-matter lines in order to deal directly with the personal-societal problems of the pupil population. In these latter, the subjects generally replaced in the schedule are language arts and social science. Wright's study showed that this replacement or combination, whichever the case may be, was to be found in 91.9 percent of the schools in her survey reporting block programs.[15]

THE REQUIRED SUBJECTS

While the required subjects proposed here definitely are a part of the general education of the student, there seem some defensible reasons for scheduling them outside the block. These reasons are simply those of greater convenience in handling some phases of instruction; of guaranteeing that many of the fundamental skills, understandings, and areas of knowledge shall not be neglected; and insuring adequate concentration. The special subject fields which it is proposed should be required of all junior high school students are mathematics, and physical education. Some junior high schools include science as one of the required subjects—others offer it as an exploratory course. It has been previously mentioned that English and social studies are the most common subject fields included in the core. There is ample evidence to demonstrate that pupils do as well as or better than in more formalized structuring in achieving the objectives of the social studies and English through problem solving approaches. It should be obvious, of course, that, by the very nature of the kinds of problems dealt with in the core, there is constant cutting across subject matter lines so that all fields of knowledge are tapped.

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[12] Tompkins, Ellsworth, "The Daily Schedule in Junior High Schools," *The Bulletin of the National Association of Secondary-School Principals*, Vol. 40, No. 220, (May, 1956), p. 178.

[13] Federal Security Agency, Office of Education, *Offerings and Enrollments in High-School Subjects*, Washington, United States Printing Office, Chapter V, 1951.

[14] Bossing, Nelson L., and Kaufman, John F., "Block-Time or Core Practices in Minnesota Secondary Schools," *The Clearing House*, Vol. 32, No. 9, (May, 1958), pp. 532-537.

[15] Wright, Grace, *Op. cit.*, p. 19.

It is recognized, for example, that many concepts and skills in mathematics, science, health, and other subject matter areas will be acquired in the on-going activities of the core. Physical education activities, however, lend themselves better to specialized equipment and facilities. There also are many skills, understandings, and other outcomes acquired through the direct teaching of mathematics which make defensible greater concentration in this area. While it is recognized that no particular case needs to be made for the presence of these long-established subjects in a list of required courses, and certainly space does not permit extensive treatment of methods and procedures in them, some further general statements about each may be in order.

Required Mathematics. The highly sequential nature of the mathematics curriculum, the wide-spread use of the subject in our everyday life, and the increasing emphasis on scientific and technological knowledge today require that the student have adequate opportunity to become reasonably competent, to say the least, in this discipline. Junior high schools have several readily recognizable obligations in respect to mathematics. One of these is to insure that students develop sufficient skill in problem solving and in handling the basic processes as to be able to acquit themselves competently in their every-day affairs.

Students in the junior high school naturally will be at varying stages of mastery and understanding of mathematics. These natural differences in acquiring fundamental skills, concepts and understandings are due to many factors. Although they are often due to differences in mental ability, they may also be caused by emotional or social difficulties, variations in maturity, health conditions, interest, motivation and many other influences. Because there are possible reasons for these variations, teachers of mathematics should not expect all students coming from the elementary schools to be at the same level of skill in problem solving and in the fundamental operations and understandings in mathematics. Furthermore, it would probably never be possible to select a group of thirty students who could be taught the same mathematical skills and concepts at the same time. Variations in learning ability would soon result in a range in skill and concept achievement almost as pronounced as in an unselected group. It, therefore, becomes the responsibility of the mathematics teacher to determine the achievement level of each student and help him grow in the mathematics sequence to the extent of his ability and capacity. This means that in mathematics classes students will work mostly in small groups and on an individual basis with occasional total class discussion of some problems from which all students can profit. It also means that some students will be solving problems which involve the four fundamental processes, others may be working with decimals and fractions, and still others with problems of percentage and other mathematical skills and content usually included in the junior high school curriculum.

Many students who have had difficulty with simple arithmetic problems and processes in the elementary school are able to master them in junior high schools. This may be due to many factors among which are mental age and maturity. The junior high school mathematics teacher has a unique opportunity to help these students grow in mathematical skills and concepts and in problem solving if he is willing to provide experiences and help at the level of their achievement. He will only confuse and frustrate these students if he insists that they work above their level in the mathematics sequence.

Since the seventh and eighth grades provide the last opportunity for students to acquire skills and concepts in the mathematics of general education, stress should be placed upon problem solving—particularly the problems which they must solve in their daily living. Many students can manipulate numbers and master processes involving abstract numbers but these skills are of little value because they have never learned to solve meaningful problems.

As students progress from the eighth to the ninth grade, the general education phase of mathematics comes to an end. Although they may still be required to take courses in mathematics, they do so through elective choices. This situation gives rise to the need for a comprehensive diagnostic study of each student to ascertain his future needs in mathematics. In some junior high schools the eighth grade mathematics teacher and the core teacher make the study cooperatively. They gather pertinent data on each student so that he may be counseled objectively on his future program in mathematics. Among the data collected are his achievement scores in mathematics courses,his mental ability, the evaluations of his mathematics and core teachers, his desires and those of his parents, his vocational plans, standardized test scores and other relevant information. In using these data it is possible to help students plan intelligently their mathematics program for the ninth grade and senior high school.

A number of junior high schools are offering three mathematics courses in the ninth grade to take care of the varying needs of students. Students are counseled into algebra who have ability and interest in mathematics, whose vocational plans require algebra and who expect to enter a college which specifies this subject for entrance. Other students with average or above average ability, with little or no interest in higher mathematics and with vocational plans not necessitating algebra, are usually counseled into the general mathematics course. Students who have had difficulty with mathematics and who need to improve their skills in problem solving and in the fundamental processes are advised to take a course in developmental mathematics. Each of these courses have special content to take care of the diversified needs of early adolescents.

Required Physical Education. In view of the accelerated rate of change which adolescents undergo, the health and physical education program of the junior high school is of major significance. Physical education plays such an important role in the lives of early adolescents that most schools make it a requirement of all students for all three years. The course provides not only experiences in physical activity and relaxation but also assumes responsibility with the core in helping young people to deal effectively with problems of health, both physical and mental. It is, of course, desirable and necessary that core and physical education teachers plan together so that students will be assured consideration of their most persistent and perplexing health problems. Such problems as understanding one's self and others, building a strong and healthy body, improving personal appearance, getting along with others and understanding bodily changes during adolescence, are among the many health problems which are of greatest concern to early adolescents.

Such experiences enable the school to help the student secure accurate information relative to his own growth pattern and assist him in understanding the wide range of variations in the way boys and girls grow during pre-puberal and early adolescent years. A study of health problems gives individual as well as group counseling to the students as they evidence auxiety or frustration regarding their changing bodies. It also helps to provide an awareness of the importance of nutrition, the need for relaxation and rest, the control of diseases, the significance of good posture and of sound mental health, and a host of other important understandings. Good faculty planning and frequent staff conferences are required to prevent over-lapping and to assure adequate coverage of essential learnings both in the core and in the required physical education course. The staff, in this way, can determine the scope and sequence of this program and prevent unnecessary duplication.

In addition to the responsibilities assumed in helping early adolescents with their health problems, the physical education program should be focused upon the physical and recreational needs of students. The program should be rich and varied in order to challenge and satisfy the needs of all students. It should make possible the learning of many activities rather than a few. These activities should be planned carefully with respect to the sex, age, and grade level of the students and should be adapted both to individuals and to small and large groups. Although students do have need for participation in group games and activities, the junior high school is not justified in organizing these in such as way as to lead to possibilities of over-taxing the individual nor to the development of competitive inter-scholastic athletics. In other words, it is not the responsibility of these institutions to become "farm systems" for the senior high school athletic teams. Rather, the program should be geared to making its own contribution to the development of the total personality of the individual. In doing this there should be ample opportunities for self-direction, emotional control, leadership, creativity and resourcefulness. There should be involvement in group activities directed toward providing pleasure in themselves but, at the same time, developing understanding of the give-and-take which is so much a part of learning to live together in a democracy. Group activities not only should be provided which will appeal to and be more appropriate for the sexes separately, but also some which involve the participation of both sexes. Such experiences will assist early adolescents in adjusting to members of the opposite sex. Major emphasis, however, in the junior high school years should be on individual development and the acquisition of physical and recreational skills and interests which students may carry on outside of school, now and in adulthood. This would suggest more attention to activities which are not dependent on a larger number of other persons, too elaborate facilities and equipment, and for which commercial facilities are available. These would include swimming, golf, tennis, archery, badminton, table tennis, bowling, riflery, folk dancing, modern dance, croquet, horseshoe pitching, shuffleboard and many others. Constant attention, too, must be directed toward seeing to it that these early adolescents are not allowed to over-tax themselves. Information provided in Chapter II indicates that these young people have a tendency to over-do physical activity which, if continued, may result in bodily harm. A balance between activity and rest is a part of a soundly conceived physical education program.

Required or Exploratory Science. The way in which science is included in the junior high school curriculum varies. Some schools offer it for a full year as a required subject in the seventh or eighth grade Other schools include it among the exploratory courses, usually for nine weeks to a full semester at both grade levels. Most junior high schools offer an elective science course in the ninth grade.

In addition to the required or exploratory courses, science experiences are included in the core and in physical education. This makes it necessary for the science teacher to plan with the core and physical education teacher to avoid duplication and to assure adequate consideration of a wide variety of problems in science which are of concern to early adolescents.

The importance of science in this age of space exploration and nuclear fission certainly is obvious. Young people have much more understanding, background and interest in science today than they had a decade ago. The impact of science upon the daily lives of boys and girls is much greater than it has ever been. These impacts have created problems which youth needs to comprehend and solve. This is the major responsibility of the science curriculum in the junior high school.

The junior high school science program is not intended to develop science specialists and experts. Specialization in science can be started in senior high school with biology, physics, chemistry, geology, astronomy and higher mathematics. This is soon enough to begin capitalizing on interests and aptitudes which lead to specialization. In the junior high school science has a general education function. Here science experiences are provided which are desirable and necessary for all students. These years provide the last opportunity for helping young people understand science phenomena and to assist them in becoming aware of the tremendous impact science has made and is making on their daily living. Junior high school science, then, should be functional—it should be based upon problems in science which are of great concern to youth and to society. It should provide students with many experiences which will help them to use and develop skill in the scientific method. If this approach to science content and teaching is used, two important goals will be achieved. First, students who have the ability and aptitude to go ahead in science will become aware of their potential, develop interests and be better equipped to determine their future plans. Second, students who, because of lack of interest, aptitude and ability in science, do not want to continue in this field will have a background of science and an awareness of the importance of science in their daily living.

EXPLORATORY EXPERIENCES

One of the most important functions of the junior high school, which has been stated clearly and concisely in Chapter III, is to provide exploratory experiences which are necessary in the educational development of early adolescents. Young people in this age group seek broadened insights and experience, evidence a resurgence of curiosity and develop the desire to explore, all of which result in new interests and a drive to participate in many different kinds of experiences. The program of exploratory experiences provides opportunities for students to satisfy these needs.

Let us review, briefly, the purposes of exploratory experiences which have been outlined in chapter III.

- *They should contribute to and be an integral part of the general education program.*
- *They should help students develop present and future social and recreational skills and interests.*
- *They should provide new experiences which broaden the horizons of boys and girls.*
- *They should help students develop new, useful skills.*
- *They should assist students in making present and future vocational plans and choices.*
- *They should provide valuable assistance to students in making choices of future educational experiences.*

Exploratory experiences should be provided through the core, required subjects and through planned exploratory courses. Since they are a part of the general education program, these experiences should be selected and planned on the basis of their value and significance to *all* students. It is assumed that there are common experiences which all students should have—experiences which are based upon and satisfy the purposes listed.

Kinds of Exploratory Experiences. There are many kinds of exploratory experiences which may be included in the junior high school program. There are several factors which should be considered in determining the kinds of experience to be provided. Among these are the needs, interests and concerns of students, the desires of the immediate community and of society, and the competencies and special interests of the faculty. Here are some of the many exploratory experiences provided in junior high schools which faculties, parents, and students have favored:

art
choral music
homemaking
manual arts
creative dramatics
public speaking
music appreciation
vocational exploration
general business
photography
journalism
science
creative writing
general language
typing
folk dancing
poetry writing
crafts
hobbies
literature
choral speaking

These are the kinds of exploratory areas in which all students should have experiences. While some may very well be included in core or the required subjects, many of them could and should be offered best as required exploratory courses.

Exploratory Courses. The concept of exploratory courses has been a part of the junior high school program from its beginning. The first type of organization used in providing these courses was to offer one course two days a week and another three days a week. Thus, a student might take art on Tuesday and Thursday and homemaking on Monday, Wednesday and Friday—for a full semester. When this organization was found to be unsatisfactory for many reasons, the exploratory courses were offered everyday for a six weeks period, after which students would begin in a second course for another six weeks period and so on. Teachers soon found that a six weeks period was inadequate to develop a desirable experience so that the next step was to increase the time to nine weeks. More recently schools have expanded the time to twelve weeks with some using a full semester for each exploratory course.

At the present time many junior high schools provide two periods per day in the seventh- and eighth-grade students' daily schedule and one period in the ninth grade for exploratory courses. If twelve weeks are provided for each course, each student may have as many as fifteen exploratory courses during his three years in junior high school. If the courses run for a full semester, he will have ten such courses.

The nature and comprehensiveness of some of these courses make it desirable to offer them several times during the three year program. For example, science could very well be offered in the seventh grade (for 12 weeks or a semester) and again in the eighth grade. There is so much to explore in science and so many concepts which are desirable for all young people that it is almost essential that two exploratory courses be provided. Many junior high schools include in the exploratory program two courses in homemaking, art, music and manual arts. This is often the case when exploratory courses are offered on a twelve weeks schedule.

In the accompanying Figure 1, two individual student programs are depicted which not only place the exploratory courses in perspective but also show possible organization and arrangements of core, required subjects and electives.

FIGURE 1

Two Sample Individual Student Programs For Three Years of Junior High School

Grades	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
7	CORE Problems-Social Studies Language Arts			P.E.	Math.	Exploratory courses[a]
8	CORE Probs.-Soc. St. Lang. Arts		Exploratory courses[a]	P.E.	Math.	Exploratory courses[a]
9	CORE Probs.-Soc. St. Lang. Arts		Exploratory courses[a]	P.E.	Math. Elective	Elective

[a] If exploratory courses are scheduled for 12 weeks, each designated period would include three exploratory courses during the year. If schedule is for a full semester, each period would include two courses.

Grades	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
7	CORE Probs.-Soc. St. Lang. Arts		Exploratory courses[a]	P.E.	Math.	Exploratory courses[a]
8	CORE Probs.-Soc. St. Lang. Arts		Exploratory courses[a]	P.E.	Math.	Exploratory courses[a]
9	CORE Probs.-Soc. St. Lang. Arts		Exploratory courses[a]	P.E.	Math. Elective	Elective

[a] See description above.

Faculty Responsibility in Planning. Determination of the kinds of exploratory experiences to be offered and the content in the experiences is the responsibility of the faculty. This requires careful, considered study and planning. An analysis should be made of the purposes which should serve as the bases for choosing experiences that satisfy the exploratory needs of early adolescents. The faculty should ask, "What experiences will be valuable for all students which will also make possible realization of the purposes of exploration?" Also, "Where shall these experiences be placed in the program?" When these responsibilities are carried on with student participation, a better exploratory program usually results than when done by teachers alone.

Although it is not usually possible to achieve mastery of knowledge or skill in exploratory experiences, the content and treatment should not be superficial. Each experience should be a good, solid, satisfying one. The content for each experience should be carefully planned but not with the idea of including everything nor should it be so inflexible as to prohibit student participation in classroom planning. The content should be selected in relation to the specific needs and interests of the students. For example, in manual arts, rather than trying to cover a large part of this curriculum superficially, the content of one exploratory course could be based upon helping boys and girls develop simple manual skills for the jobs everyone has to do in the home. In typing, teaching could be concentrated on the touch system with as much accuracy and speed as can be developed in twelve weeks but with no idea of producing a competent typist. In homemaking, in which both sexes participate, consideration should be given to home and family problems which are unique and of concern particularly to early adolescents.

Exploration is Important. The junior high school program provides the last opportunity for students to obtain the breadth of experience which is so important in the lives of young people. The highly departmentalized and often largely elective program in the senior high school does not lend itself to the variety of experiences which all youth should have in developing an understanding of themselves and of society. The junior high school is failing in its function if students go through the three-year program without planned experiences in art, music, homemaking, science, manual arts and other exploratory areas. These are essential to the daily living of everyone, and the junior high school has the unique function of providing these varied experiences. If exploratory experiences are elective it is possible for students to specialize and neglect the breadth and background which are so important in our lives today.

ELECTIVE COURSES

No provision is made in this instructional program for election of courses until the ninth grade and then only on a limited basis. Core, required subjects, and exploratory courses all are a part of the general education of early adolescents and, therefore, required of all. These continue to be required of students in the ninth grade with an opportunity to choose one or two elective courses (Figure 1). In a typical six-period day, pupils in the ninth grade can be scheduled for their core class for two periods, for required mathematics and physical education for one each, for exploration for one and for an elective for one. Since more than one mathematics course is necessary to meet the varying abilities and needs of ninth grade students, it is essentially an elective.

The degree to which the ninth grade elective program meets the varying special needs of junior high school students depends upon the size of the school and the subject matter competencies of the teachers. Usually, the smaller the school the less comprehensive the program, and the opportunity for offering need-centered electives. Schools with enrollment from 300 to 700 can offer a most adequate elective program if teachers have been wisely chosen. It is important that a faculty study the elective needs of students and try to offer as comprehensive an elective program as possible.

Exploratory experiences usually result in the development of new student interests and needs. A student taking typing may want to continue developing this skill in the ninth grade or he may want to elect a junior business course. A student who has had an exploratory experience in the core in creative dramatics may want to elect a dramatics course in the ninth grade. An adequate elective program should provide courses for those who have developed interests in and have need for art, music, foreign language, mathematics, science, homemaking, journalism, manual arts and other areas. If staff time is not available or if staff competencies are not adequate, there is a real need for the faculty to plan carefully so that as many needed elective courses as possible may be offered. These courses should be based upon student abilities, needs and interests.

THE CO-CURRICULAR PROGRAM

Nothing has been said up to this point in respect to the many additional kinds of activities usually to be found in any good school program. These are commonly called co-curricular activities, and they are highly important in the education of early adolescents. Every opportunity must be provided for students to participate in student government, assembly programs, community projects, service clubs, and special interest groups. It is recognized that a number of these evolve out of activities in the block and other experiences but others grow out of the on-going activities of the total school situation.

The student government association, work as library and office assistants, serving as members of the audio-visual aids crew, with the stage crew, as cafeteria aides, as members of the safety council, and many other such school services, give students valuable experience, involve them in school affairs, and give them a sense of worth and belongingness. These responsibilities provide broad experience in real life activities in accord with their needs and interests and contribute, as well, to the proper functioning of the school.

The co-curricular program provides a unique opportunity to satisfy special interests and abilities of junior high school students. If the program is organized around their special talents and interests, it will serve well in supplementing the work in regular classes. If it is a program conceived by the faculty alone or if it is based upon the activities only in which teachers feel competent to provide help, it will probably fail because of lack of student interest.

Although provisions should be made in the regular courses for students who are gifted intellectually, artistically, musically or who have other gifts, the co-curricular program could and should be planned to supplement activities developed in regular classes. A well-planned program makes it possible to provide encouragement and help to a small group of students interested in space science, to a group interested in a theoretical and practical study of photography, to young people who aspire to careers in library science, journalism, politics and to students with special interests, abilities and talents whatever they may be.

The co-curricular program will help to satisfy the need of the early adolescent to belong to a group in which his peers have similar interests.

The activities are a significant part of the junior high school program. Their importance is recognized in many junior high schools in that they are scheduled during regular school hours.

PLANNING FOR PROGRAM IMPROVEMENT

As has been pointed out previously, the attainment of the kind of instructional program described here, which should make it possible for the junior high school to function more adequately in the education of early adolescents, is a developmental process. Schools which do not have such programs are advised to move gradually, to initiate changes a few steps at a time, and to be certain that their faculties and community are fully involved in facing up to problems with which all have genuine concern. Involving a faculty in study of a problem that is of real concern to them, such as the causes of drop-outs, the number of failures in a school, and the like, frequently furnishes the propelling force for getting a program "off the drawing board" and into action.

Facing up to a problem having real meaning to a faculty and taking action leading to improvement involves the same steps characteristic of all genuine problem solving. That is, there is awareness of a difficulty or inadequacy or a desire to evaluate the existing program. The group studies the situation, the problem is defined, hypotheses are advanced and plans formulated for solving the problem, pertinent data are gathered and evaluated, conclusions are drawn, and a plan of action is agreed upon. The plan includes experimentation and action research so that evidence is available to determine whether the new practice is more effective then the old.

Factors Involved in Successful Planning. The professional attitude of the faculty determines to a large degree its success in planning. This attitude influences decisions as to whether or not an effort will be made to do faculty planning, or whether or not the problem selected for study is meaningful enough to be of genuine concern. Other factors influencing the success of planning hinge upon the personal relationships existing among members of the faculty, the quality of leadership, the validity of solutions to problems, and the adequacy of such resources as professional literature and consultative help. If a staff expects to initiate significant improvements through total school planning, sufficient time must be scheduled regularly for committee and total group meetings. This is discussed in some detail in Chapter V.

It should be recognized that the position taken here is that a state of "healthy discontent" on the part of a faculty is an excellent thing. A notable characteristic of good schools is that they are not satisfied with themselves but are concerned with continuous improvement. Self-critical teachers certainly are not too likely to get into a rut and are the kind who realize problems exist for which they and the school should seek answers. Given such a staff, the good principal does everything he can to involve them in improving the program and in establishing conditions through which constructive changes can be effected.

Descriptions of how faculties work together for such improvement are available in the literature and some excellent sources are cited in the bibliography for this chapter. School systems, state departments, and the Southern Association of Colleges and Secondary Schools have advocated and supported programs of planning and experimentation and have helped faculties to increase their skills in cooperative faculty study. Local faculties will find it to their advantage to consult the best available sources for suggestions as to how to initiate cooperative study and how to enlist the support of agencies which can furnish assistance.

Approaches to Curriculum Planning. During the past half century many approaches to curriculum improvement have been tried. Courses of study and teaching guides have been and are still being used to effect curriculum changes. These devices are sometimes produced by state departments of education but more often by local school systems. Some school systems select new text books as a way of improving the instructional program. Others employ curriculum experts who may tell teachers or develop with them what to teach and how to teach it. Another approach involves directives from superintendents, supervisors, principals or boards of education. None of these has been effective in producing the expected and desired results.

These approaches have accomplished but little in improving curriculum and teaching because they are not designed to help teachers change their thinking and behavior. There is much evidence available to substantiate the premise that *little change takes place in instruction in the classroom unless there are changes in the thinking and behavior of teachers.* Seemingly, the most fruitful approach to helping teachers evaluate and change their thinking and behavior is to encourage and make it possible for them to participate in curriculum planning and in making decisions relating to the changes and improvements.

If all teachers are involved in planning for curriculum improvement, the working unit cannot be the state, the county or the city. So many teachers would be involved in these large units that it would be impossible for all teachers to participate actively and freely. It follows, then, that curriculum planning should involve a "grass-roots" approach. This means that *the individual school is the ideal unit for improving the instructional program.* It is the only unit in the educational organization which will permit free and full participation of teachers in developing and improving the curriculum for early adolescents.

The Principal and Instructional Leadership. When the responsibility for curriculum improvement is placed upon the individual school, many principals must assume a new role—that of instructional leadership. In fact this is the principal's most important function. In addition to his many routine duties and his work with parents and the community, the principal should set aside a major part of his time and effort for this leadership task. In so doing he will be working with teachers and providing opportunities for them to plan together for improvement of the instructional program. Instructional leadership involves attitudes, skills, ways of working and qualities, all of which are discussed in some detail in Chapter V.

Ways of Initiating Curriculum Improvement Programs. It has been pointed out that an effective method of initiating improvement in any school is to undertake the isolation and identification of problems. This, of course, can be done very often by a faculty directing its attention to some immediate situation which has created concern. Another effective method is to participate in a study such as the Illinois Secondary School Curriculum Program.[16] A considerable number of schools have found that significant changes have been undertaken in consequence of going through a thorough self-evaluation or through participating as member schools in system-wide evaluation. Application of such instruments as the *Evaluative Criteria,* developed by the Cooperative Study of Secondary School Standards, provides a valuable guide for staffs wishing to involve themselves in thorough self-appraisal. Use of this instrument is obligatory for all member junior and senior high schools in the Southern Association and this requirement is predicated on the apparent values its use has demonstrated over a period of more than twenty years. Since the junior high school has some characteristics of both the elementary and secondary school, utilization of the Association's *Evaluating the Elementary School*[17] could prove most helpful to a staff in such evaluation. *Criteria for Evaluating Junior High School,*[18] a guide developed by the Texas Study of Secondary Education with the cooperation of the Southern Association, also is a very serviceable instrument for faculty study. If the school is participating in a system-wide program of improvement, *A Guide for System-Wide Evaluation for School Improvement,*[19] a tentative guide developed through studies in the Southern Association, also can furnish valuable help. Such an approach has the added merit that no pre-conceived pattern of instructional program is advanced but major emphasis is placed on discovering what the present situation in the school discloses and upon securing maximum agreement as to what an effective junior high school program should accomplish.

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[16] Cf., *Principal Findings of the 1947-48 Basic Studies,* Illinois Secondary Curriculum Program Bulletin No. 2, Superintendent of Public Instruction, Springfield, Illinois, May, 1949.

[17] Cooperative Study in Elementary Education, Commission on Research and Service, *Evaluating the Elementary School,* Atlanta, Southern Association of Colleges and Secondary Schools, 1951.

[18] Texas Study of Secondary Education, *Criteria for Evaluating Junior High Schools,* Austin, The University of Texas, 217 Sutton Hall, 1954.

[19] *A Guide for System-Wide Evaluation for School Improvement,* Atlanta, Southern Association of Colleges and Secondary Schools, 1955.

There is some danger, of course, in complete dependence upon evaluation of an existing school situation in that the approach might become that of merely thinking in terms of improving what already is being done. If the existing program is soundly based, then progress should result from a critical examination of current practices in the light of what values are held, what is known about how learning takes place, and what is understood about the needs, interests, and developmental growth of early adolescents. If the contrary is the case, then added effort only compounds error. Such danger can be avoided when a staff is cognizant of this possibility, does a thorough job of determining objectives, and enters into the study with open and inquiring minds. Under these circumstances and when alternatives are sought, consultants and extensive reference to the professional literature can be very helpful.

Should a faculty, after such self-evaluation, decide to move into experimentation with the kind of instructional program described here either from a completely departmentalized pattern or from a modified version of the core, the work of the faculty has only begun. The task becomes one of educational engineering which involves not only a change in the program but in the thinking and behavior of the principal and teachers. It involves changes in attitude, concept structures, skills and needs of teachers, the enlistment of informed support from the community, and the understanding and cooperation of students.

In addition to the self-evaluation approach, there are other ways which may be used to initiate curriculum improvement studies. Many principals simply obtain a problem census in which all members of the faculty indicate the problems that they feel warrant faculty consideration. This is followed by an analysis and discussion of each problem, after which a concensus is reached on the problems which teachers feel should have highest priority. These, then, serve as the basis for intensive faculty study. Another approach is one in which the faculty agrees to make a rather thorough study of the growth and development of early adolescents with implications for the program or a study of the functions of the junior high school. Some faculties initiate curriculum study by inviting a consultant to work with them over a period of a year or more during which time he assists them in examining the total program and in solving specific problems. The consultant will, of course, be a person who has special competencies in junior high school education. It has been the hope of the Committee which prepared this publication, that the material presented here also would be used as a basis for faculty study. This would be an especially desirable and valuable approach if a faculty is willing to re-examine the total program rather than an isolated segment. These are just a few ways of initiating faculty study of the instructional program. None should be employed without careful consideration of the faculty. Agreement upon the approach is most essential to successful curriculum improvement.

Problems Related to Faculty Planning and Action. Cooperative faculty planning for instructional improvement is a comparatively new venture for many junior high school faculties. Successful planning which results in action involves attitudes and skills in ways of working on the part of each teacher. Since this approach to curriculum development is in its infancy, lack of constructive attitudes and skills in the beginning often create problems which disrupt the planning process. There are certain tendencies which should be mentioned and explored here that may completely destroy the opportunity a faculty may have to improve the program.

- **The tendency to permit committees or small groups to make decisions regarding the instructional program.** In the zeal to get the job done, a faculty often delegates responsibilities to a committee or a small group of teachers. Too often the committee reports its decision to the faculty or simply has an agreement with the principal that the decision is acceptable. This procedure will destroy the faith of the faculty in democratic procedures. It is often desirable to delegate responsibility to a committee but its task should be to gather and analyze research and other data for presentation to the total faculty. It should be the prerogative of the total faculty only to make decisions and even then only after careful study. There is no part or aspect of the junior high school program which should not be and is not of concern to all teachers.

- **The tendency to disrupt the process of continuous planning.** Many faculties plan together faithfully and regularly when they are making a study involving a curriculum change, but when they decide upon the change planning stops. Actually, the implementation of the decision involves even more working together than was necessary to make the decision. There is the matter of continuous evaluation of the plan of action, sharing of experiences and many other problems which need careful study and faculty consideration as the project evolves. Disruption also results when a faculty plans together too infrequently. If planning is scheduled for once a month, little progress can be expected because most of the planning time has to be used in remembering what was done last month. Many faculties feel that for best results they should work together at least once a week. There is evidence to indicate that when the faculty plans together regularly and often the program improves—when planning ceases the program begins to lost its effectiveness.

- **The tendency to under-plan rather than over-plan.** When planning is carried on there is often a tendency to leave too much to the individual teacher. If a curriculum is developed to a certain point, it is not unusual for the faculty to tell the teachers involved that they are responsible for planning evaluation procedures. Too often core teachers go to their classes with some idea of the experiences or units which should be taught but with no anticipatory planning of the details of the experiences. Regardless of what a teacher is teaching, he should have the help of the faculty in developing background and in anticipating the specifics which may arise as he plans with his students.

- **The tendency to ignore the research and literature.** The easiest way to change the curriculum is through exchanging and pooling experiences. Although the experiences of teachers are valuable resources in arriving at decisions, there are also other resources which should be used. Whatever the problem under consideration, there are usually research studies which provide important data, and, in addition, the literature will contain much information which can make a significant contribution to the solution of the problem. Many educators have given time and effort—some even a lifetime—to studying and analyzing problems in junior high school education. Certainly decisions should not be made until careful, thoughtful consideration is given to their studies and findings.

- **The tendency to change too much—too fast.** Faculties have a tendency to work on too many problems at the same time. When too many problems are being considered, it becomes more difficult to involve all teachers in participating fully in their solution and in implementing the decisions. Teachers should recognize that the whole program cannot be changed at once, and be willing to confine their efforts to a few problems and to making changes gradually. Occasionally teachers become restless and anxious as they are working on a problem involving curriculum change. This often leads to a desire to make a decision and plan of action before all data and alternatives have been carefully considered. This, of course, is a dangerous procedure. It is the responsibility of leadership to help the faculty see the futility of short-cutting the planning process.

- **The tendency to neglect the experimental approach to curriculum change.** Too often principals and teachers try to incorporate into their program new ways of teaching and new content which they have heard is being used in another school or which has been reported in the literature. This is frequently done without carefully checking the experimental evidence upon which these changes were justified. The assumption is that if it works in one school it will work in another. This, of course, is not necessarily true. Each change in the instructional program should be approached experimentally. Plans for evaluation of the objectives should be developed and data collected so that evidence will be available to determine whether or not the new practice is better than the old. When the faculty, itself, identifies a problem, works on its solution, arrives at conclusions and a plan of action, evaluation should be an integral part of the experimentation in the classroom. Only through such procedures can the significance of a curriculum change be ascertained.

In concluding the discussion on planning for program improvement, stress should be placed upon the imperative need for the principal and teachers to work together in developing and improving the junior high school program. Actually, the hope for an improved program lies in the leadership of the principal and in faculty study and planning.

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CHAPTER V

Organization and Administration of the Junior High School Program

It has been almost fifty years since the first movement began to reorganize the pattern of the first twelve years of public education. Prior to 1910 the prevailing pattern was the eight grade elementary school with self-contained classrooms and the four year departmentalized high school. The first change proposed was a six year elementary school and a six year high school. Those who suggested this plan hoped to extend to the children of grades seven and eight the advantages of the departmentalized high school. In 1907 a Committee of the Department of Secondary Education of the National Education Association reported the following advantages of the 6–6 plan:

1. Pupils could be taught by teachers specially trained in the various subject fields.
2. Departmentalized instruction would give seventh and eighth grade pupils contact with several teacher personalities.
3. The 6–6 plan would make laboratories available so that elementary science could be introduced earlier.
4. Manual training shops would be more readily accessible to uppergrade pupils.
5. The work in modern languages could be begun earlier and continued longer than at present.
6. The transition from elementary to the secondary school would be less abrupt.
7. More pupils would be likely to enter the ninth grade than under the traditional plan.
8. An equal division of the twelve years would make the system more nearly self-consistent, as is shown by the European secondary school.
9. The six-year secondary course would give pupils more time to prepare for college.
10. The lengthening of the high school course to six years would help extend the curriculum to include some of the newer subjects.[1]

During the 1909-10 school year, two school systems—Columbus, Ohio and Berkeley, California—introduced the 6–3–3 organization and with it the junior high school movement was launched. The reasons for beginning these junior high schools and others which followed were not those suggested above nor were they based upon the functions described in Chapter III. In many cases, Berkeley in particular, the change was made because of overcrowding and lack of certain kinds of facilities.

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[1] "Report of the Committee on an Equal Division of the Twelve Years in the Public School Between the District and the High School," *Journal of Proceedings and Addresses of the N. E. A.*, Los Angeles, 1907, pp. 705-10.

It is interesting to note that neither the advantages proposed by the NEA Department of Secondary Education Committee nor the reasons for beginning the junior high school are based upon what we know about the growth and development of pre-adolescents and early adolescents; what we know about learning; the impact of society upon these young people, or upon their needs, problems and concerns. This is not a criticism of those who pioneered in the junior high school movement. They did not have available the many significant researches in human development, learning, needs and societal impacts which have been carried on during the past fifty years and which have resulted in new insights and new understandings.

Since the beginning of the junior high school, many research studies and new developments and insights have cumulated which justify an intermediate school. Among these are:

- A great body of research yielding new information about the growth and development of pre-adolescents and early adolescents which establishes the uniqueness of this age group.
- A change in pupil population in this age-group from a selected college-bound group to an enrollment of all young people of whom less than one-half are going to college.
- A growth in the idea that general education should be extended upward in the school system and that specialization should not be started until the last few years of the twelve year program.
- A steady growth in the development of the junior high school regardless of reason for its existence. The 6 years from 1946 to 1952 have produced annually about 100 new separately organized junior high schools and more than 350 junior-senior high schools. Although there are many two-year junior high schools (7–8) in existence only one third of them were purposely planned. Forty percent of them contemplate changing to a three-junior high school by adding the 9th grade.[2]

This last development suggests what a cursory sampling of the opinions of leaders in the field of secondary education reveals—that there is a great amount of confusion as to the grades to be included in the junior high school. However, there seems to be a definite trend toward including three years, usually the seventh, eighth, and ninth grades, in the program.

The purpose of this chapter is to make suggestions for the organization and administration of the junior high school program. It is hoped that the ideas presented here will be helpful to existing schools in improving their programs and to school systems where junior high schools are being inaugurated.

Type of Organization. The best available evidence and experience indicate that the junior high school should be organized to serve students of the age group ordinarily included in grades 7–8–9. The reasons for including these grades are implied in Chapter II, The Growth and

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[2] Gaumnitz, Walter H., (Comp.) *Strengths and Weaknesses of the Junior High School*, U. S. Department of Health, Education, and Welfare, Office of Education, 1955, p. v.

Development of Boys and Girls of Junior High School Age, and Chapter III, The Functions of the Junior High School. Wahlquist and others say,

> To begin with, children at about age twelve or thirteen enter puberty. At that time their growth is rapid: physiological, emotional, and social changes are accelerated. There would seem to be considerable point in having these early adolescents in a school organization which permitted their association with people of their own group instead of with children of the elementary school.[3]

To this might well be added "instead of with students of a senior high school" since developmental changes in the age group suggests changes in the school program. Adolescents of ages 15 and upward are also different developmentally. Therefore, it seems desirable to provide a program and a school organization for the unique group of students of ages 12–14. In recommending a three-year organization it is recognized that there are many different patterns of junior high schools in existence today. There are six-year high schools, five-year high schools, four-year high schools, two-year junior high schools, three-year junior high schools, and many other variations.

> At present almost half of the students in grades 7, 8, and 9 are enrolled in junior high schools as compared to about 16 to 18 per cent in six-year high schools and between 30 and 35 per cent in schools in which there are 8–4 plans of organization.[4]

The tremendous increase in enrollments in public schools has provided an opportunity, as never before, for decisions to be made about school organization. The unprecedented expenditures for school buildings make reorganization possible in almost every community. A decision cannot be delayed because the plans for school housing today will determine the course and design of education for the next fifty or more years. It is imperative that the three year junior high school be included in the planning at this time.

Size of School. For the type of program which has been described, the size of a three-year junior high school should range from a minimum of four sections per grade to a maximum of eight sections per grade. Assuming the size of a section to be a maximum of 30 students in average daily membership, the range in enrollment would be from 360 to 720 students. This minimum is slightly higher and the maximum slightly lower than the present recommendations of some experts in school plant planning. One recent source suggests 600 to 800 as optimum[5] while another gives a minimum of 600 and a maximum of 900.[6]

While standards of class size and school size may vary somewhat, it is believed that the limits suggested here are reasonable and feasible. Although there is little research available to substantiate the suggested limitations in the size of junior high schools, there are certain significant needs which justify these restrictions.

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[3] Wahlquist, J. T., W. E. Arnold, R. F. Campbell, T. L. Reller, and L. B. Sands, *The Administration of Public Education*, New York: The Ronald Press, 1952, p. 100.

[4] Douglass, Harl R., "Trends in Organization and Administration of Junior High Schools," *Bulletin, National Association of Secondary School Principals*, Vol. 40, No. 222, October, 1956, p. 104.

[5] Herrick, J. H., R. D. McLeary, W. F. Clapp, and W. F. Bogner, *From School Program to School Plant*, New York: Henry Holt and Company, 1956, p. 92.

[6] MacConnell, James D., *Planning for School Buildings*, New Jersey; Prentice Hall, Inc., 1957, p. 198.

- *The need for teachers to plan together to assure continuous improvement of the program.* This need was emphasized in Chapter IV. A school of maximum size (720 students) would have a staff of 25 to 35 teachers. There is evidence to indicate that this is about the top number of teachers who can plan together for maximum effectiveness. If a larger number is involved, it would be almost impossible for all teachers to participate actively in faculty study.
- *The need for teachers to know each other and to know the students.* In Chapter III stress was placed upon the drives of early adolescents for peer acceptance, belonging to a group and developing an understanding relationship with, at least, a few adults. A school larger than 720 students and 35 teachers presents many problems and obstacles as these young people attempt to satisfy these important needs. The opportunity to develop an esprit de corps in large schools is almost an impossibility. Students become a cog in a machine rather than part of a human group.
- *The need to provide adequate service units with regard for the financial limitations of the school system.* Materials centers, lunchrooms, gymnasiums, auditoriums, health units, student centers and other service units become unwieldy and overcrowded if the enrollment exceeds 720 students. They cease to provide the service to the student body which is intended. Few communities are financially able to provide two of some of these service units in each building. If they are made larger they fail to serve their purposes. The cost of supplying these service units for a school of less than 360 becomes a costly, uneconomical expenditure.
- *The need to provide opportunities for student leadership and for many students to participate in school activities.* Regardless of the size of the school, the number of student leadership positions does not vary greatly when programs are similar. This means that in a reasonably sized school a larger proportion of the students has opportunities to develop leadership and participation skills than in a school with a large enrollment.

Class Size. As indicated earlier a class size of thirty students in average daily membership is assumed. Goodlad says,

> Modern schools require classes of this size because recent research emphasizes the fact that each child is unique and no one curriculum or activity will do the instructional job. Therefore the teacher must know each child well and must organize the classes in small groups, and do some individual teaching as well as handling the class as a whole. Knowing each child and his family well and organizing a classroom in this way becomes almost impossible as the class size becomes excessive.[7]

PERSONNEL

The personnel listed below is the minimum which should be provided for a junior high school with an enrollment of 720.

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[7] Goodlad, John I., "Room to Live and Learn: Class Size and Room Space as Factors in the Learning-Teaching Process," *Childhood Education*, 30. April, 1954, pp. 355-361.

- A full-time principal.
- A curriculum or administrative assistant.
- A full-time materials consultant with the services of a full-time clerk.
- A full-time guidance counselor.
- A sufficient number of teachers.
- A secretary and a stenographer.
- A full-time school nurse.
- Adequate custodial personnel.
- A school lunchroom manager and additional necessary personnel.

The duties and responsibilities of some of these positions are obvious, others should have further elaboration.

The Functions and Responsibilities of the Principal. The major responsibility of the principal is instructional leadership. The schools are for young people. The instructional program and the teachers make it possible for boys and girls to realize the objectives of the school. The principal, then, should provide leadership which results in a continuous improvement in instruction. In Chapter IV emphasis was placed upon the need to involve teachers in curriculum planning and the desirability of them participating in decision making. The principal should help the faculty recognize their responsibility in planning and making decisions and provide opportunities for them to do so. Among the many functions and responsibilities of the principal are the following:

- *The principal should understand and be able to implement skills in democratic group procedure.* He must know how to serve as leader or chairman of his faculty so that all teachers will have an opportunity to participate in problem solving and desicions made by the total faculty rather than by himself or a small group. He should be willing to have his suggestions and ideas evaluated as are those made by teachers.
- *He should provide a structure for group operation which will result in action.* This involves a process and way of working in which a problem census is taken, information and research are used in solving problems, conclusions are drawn, a plan is agreed upon and an experimental approach to implementation is worked out with the teachers.
- *He should understand and know how to implement what is known about the growth and development of pre-adolescents and early adolescents and how they learn.* Leadership without these knowledges would be as futile and dangerous as surgery performed by a person who had little or no understanding of the structure, operation and function of the body. The development of an effective junior high school program depends more on developmental growth and learning than any other factors.
- *The principal should be conversant with the best thinking in junior high school education.* He should know what constitutes a good program for early adolescents and what di-

rection the program in his school should take if improvement is achieved. These understandings would help him work effectively with his faculty but should not be foisted upon them.

- *He should help teachers see the relationship between a proposed change and the total school program.* No change can be made in any part of an instructional program without some effect upon other parts and the total program. In their zeal to make improvements, teachers often overlook this concept. For example, if you offer more mathematics or more science, some other instructional area must be eliminated or reduced. The principal should help the faculty evaluate changes in relation to the total program.
- *The principal should encourage and assist teachers in experimentation.* Little progress is made without experimentation. Furthermore, changes in the curriculum should not be made unless experimental procedures are used to secure evidence on whether the changes are an improvement. Experimentation should be carefully planned by the faculty. This means that the principal should understand experimental methods and support the faculty in carrying on action research projects.
- *He should make accessible to teachers and encourage the use of services which are available to assist them in planning for instructional improvement.* Most school systems have supervisory personnel who are on call to assist teachers in planning and experimenting. These people have developed competencies which make it possible for them to provide skilled, useful services. In many state colleges and state departments, consultant services are offered to schools. It is the responsibility of the principal to see that these services are easily available to the faculty.
- *The principal should provide special help for beginning teachers.* Orientation to a new school program, especially for teachers who have not taught before, is a problem of major concern to the beginner. Teachers cannot learn everything in their college teacher education program. Actually, they probably learn more about teaching during their first few years in the classroom than at any other time. They need immediate help on the myriad problems which arise from day to day. The principal should make arrangements for this help to be provided, either by himself, another teacher or a supervisor.
- *He should make provisions for time when the total faculty or small groups of teachers can plan together.* This is an essential for any program of instructional improvement. Specific suggestions are made later on in this chapter.
- *The principal should make possible interaction between parents and school and parents and teachers.* Since the public schools belong to the people, continuous opportunities should

be provided for interaction between parents and the school. This does not mean that parents will dictate what to teach and how to teach it. Rather, it should provide opportunities to familiarize parents with the instructional program on a participation basis instead of a "telling" approach.

The Curriculum or Administrative Assistant. It is virtually impossible for one person to assume both the administrative and instructional responsibility in a junior high school. If these functions are carried out adequately and effectively, the principal should have an assistant to share the many leadership roles and obligations. This person might relieve the principal of administrative responsibilities so that he can spend more time working with teachers on curriculum improvement, or it may be that the principal would like to retain the administrative responsibility and assign this person to share the responsibility for curriculum development with the faculty. In either event the principal should work closely with his assistant so that he can assume final responsibility without using veto power or directives.

The Materials Consultant. The inclusion of a materials consultant assumes that there is a materials center in the junior high school building. This person should not only be skilled in library science but also know audio visual materials, textbooks, art and music materials, professional materials, in fact, all materials useful and necessary in the junior high school program. A major portion of his time should be used in working with teachers and students in familiarizing them with materials and in helping them select materials for specific learning experiences.

The Guidance Counselor. In some schools a full time guidance counselor may be used. In others the principal and faculty may wish to use several counselors who teach part time to make the equivalent of one person full time. The latter plan usually results in each part time counselor doing more than one full time job.

The guidance counselor should be a person who has prepared himself for this position. This means extensive study in human growth and development, in guidance and counseling and skill in working with people. He should have had successful experience in teaching in the classroom. The responsibilities of a guidance counselor are discussed in Chapter IV.

The Teaching Staff. A sufficient number of teachers should be employed to provide not less than one for each 30 students in average daily membership and preferably up to 25 per cent more than this minimum. Approximately one-half of these teachers should be selected for their ability and preparation to handle core responsibilities and their interest in and effectiveness as counseling teachers. Each of these teachers would handle two core groups of from 25 to 30 students each. These two groups would require four or five periods of time depending on the length of the block used. For example, a teacher handling two 9th grade groups for blocks of two periods each would be working four periods per day as a core and counseling teacher. During one of the other two periods, the core teacher could teach a required subject, exploratory courses or an elective. Usually one period per day is provided core teachers for individual conferences, record keeping and planning. Other teachers should be selected to teach required subjects, exploratory courses and electives. Further discussion of staffing the junior high school will be found in Chapter VII.

Custodial Personnel. Custodial personnel should be sufficient in number to meet anticipated standards. One janitor or maid is recommended for every 12 classrooms or the equivalent area. As indicated in Chapter VI, this would call for one janitor for each 12,000 square feet of area or a total minimum number of six for a plant to house 720 students.

Other Personnel. A full time nurse is desirable and essential. Her responsibility goes far beyond taking care of abrasions, bruises, and students who are ill. She should work with teachers in improving the health instruction program, serve as a liason person between the school and community health agencies and organizations, and work cooperatively with core teachers in counseling with parents in regard to health problems of students. The secretary and stenographer in the principal's office can relieve the principal and his assistant of many details which will release them for work with teachers in improving the instructional program. They can also provide services for teachers, particularly that of processing teaching materials and collecting money. The lunchroom manager and workers should be cognizant of the nutrition needs of early adolescents and work with the faculty in providing the very best kind of food.

This list of personnel for a junior high school of 720 students totals 25 to 35 teachers, a guidance counselor, a materials consultant, a lunchroom manager, a school nurse, 6 janitors and/or maids, a secretary, a stenographer, a clerk, an assistant principal and a principal.

ORGANIZATION AND ADMINISTRATION OF THE CORE PROGRAM

Two different situations may exist when a core program is inaugurated. The faculty may be a completely new one starting the program in a new building. In this case it would be assumed that teachers experienced and interested in the core program would be employed. The other situation envisions an established junior high school moving from a totally departmentalized situation into a block program. In either case a rather long range program of planning with the community leaders and other groups would be desirable and necessary.

Even more important would be the need for well organized faculty study before the core program is instituted. This would be necessary whether the faculty was an established one or a new one. Procedures for carrying on such a study are described in Chapter IV.

Identifying and Preparing Teachers for the Core Program. The principal should recognize that the range of individual differences in teachers is about as great as it is in students. Some teachers by preparation, interest, background and personal characteristics can make their best contributions in the core program. Others have preparation and qualities which make them excellent teachers of required subjects, exploratory courses and/or electives. The principal should study the desires and competencies of his teachers and try to provide for each an individual teaching program which makes it possible for each teacher to make his maximum contribution to the program.

No teacher, after gaining a thorough understanding of the core program, should be forced to teach a core class if he does not want to do so. This, of course, assumes that the choice is made after the faculty has carried on a careful study of the program.

It is not necessary to use all teachers in the core program. If each teacher who is interested in core and chooses to teach in the program takes two classes (which should be the maximum), only one-half of the faculty is needed to staff all core classes.

No teacher should be asked or expected to teach in the core program without careful, well organized pre-planning and preparation. It is unfair to the teachers, the students and the program for the principal to announce at the end of the school year or during presession planning that a core program will be instituted at the beginning of school in September.

At least a semester, and preferably a full year, of preparation is essential for a teacher who is to teach a core class for the first time. This means, if the school has not had a core program, total faculty planning. It also means more specific planning in which the teachers who will have core classes work together for an extended period of time. If a core program is in operation, teachers who have had experience should plan with teachers who are new to the program.

Starting the Core Program. As is usually the case when a school launches a core program for the first time, there are not enough teachers ready for this experience to permit all three grades to go on the program at the same time. Many junior high schools gradually incorporate the program over a period of three years. This means that each incoming seventh grade starts in the core program and continues in it during the eighth and ninth grades. After three seventh grades have entered over a period of three years, the entire school will be in the core program.

The initiation and incorporation of core through this gradual process gives the principal and faculty time to prepare teachers for this responsibility. Each year a new group of teachers work and plan together so that each may be ready to take over one or two seventh grade core classes. This procedure also reduces tensions among students and teachers who are already intrenched in the operation of the existing program.

Teachers who work in the program should have a clear understanding of their responsibilities and the provisions made for them to do the job adequately and effectively. For example, the core teacher assumes full responsibility for the guidance of students in his classes. He should understand that guidance must be continuous, which means that he will continue with each class for a three year period. He and the principal should realize that his guidance function places responsibilities upon him beyond those assumed by other teachers. He must keep cumulative records, arrange for individual conferences, plan with other core teachers, confer with parents and perform other tasks not carried on by other teachers. In many junior high schools provisions are made to make possible and to compensate for these additional responsibilities by including a period a day during which the core teacher is not involved with a class. This arrangement is discussed in more detail later.

Time Allotment and Schedules. In Chapter IV, Figure 1, two charts have been presented which show an individual student's program in two different program designs. In general the suggested pattern of the junior high school program consists of a minimum of two periods of core in the seventh grade (preferably three), and two in the eighth and ninth grades. Physical education should be taught one period in all grades; mathematics one period in seventh and eighth with a choice of one of three courses in the ninth; one or two exploratory periods in the seventh grade, two in the eighth and one in the ninth of not longer than one semester duration, preferably twelve weeks; and an elective other than mathematics in the ninth grade. Variations from this design will probably be necessary in some schools.

It is recommended that the schedule be developed around a six period day and that each period be at least sixty minutes in length. In order that administrative matters may be taken care of, it is suggested that the first period be lengthened ten or fifteen minutes for this purpose. A lunch period of at least forty minutes should be provided. This not only gives adequate time for lunch but also makes possible the organization of a program of quiet activities in which each group can participate after lunch.

A suggested time allotment by grades for the junior high school program is provided in Figure 2.

Other Administrative and Organizational Responsibilities

Time for Planning. In Chapter IV stress has been placed upon the need for continuous planning in the improvement of the instructional program. If this goal is realized, time should be provided when the whole faculty and small groups with similar interests can plan and work together.

Planning involving small groups during the school day is made possible through providing in the schedule a planning period for every teacher. This is strongly recommended. As a minimum provision, all core teachers who have additional resposibilities should have one period each day in which they can plan together two or three times a week, using the other periods for record keeping and individual conferences with students, parents and other teachers.

Figure 2

SUGGESTED TIME ALLOTMENT FOR JUNIOR HIGH SCHOOL PROGRAM BY GRADES

Grades	60 Min.	60 Min.	60 Min.	40 Min.	60 Min.	60 Min.	60 Min.
7	CORE			LUNCH	EXPL.	MATH.	PHYSICAL EDUCATION
8	CORE		EXPL.[a]		EXPL.	MATH.	PHYSICAL EDUCATION
9	CORE		EXPL.		ELECTIVE[b]	MATH. ELECTIVE	PHYSICAL EDUCATION

[a] See Chapter IV for suggested exploratory courses.
[b] See Chapter IV for suggested electives.

If a planning period is provided in the schedule, it is the principal's responsibility to develop a schedule which will make it possible for teachers with the same problems to have the same planning period. Thus, seventh grade core teachers should have the same planning period as should those in the eighth and ninth grades. If this cannot be arranged it is always possible to have one-half of the core teachers at each grade level with the same planning period. The other clusters of teachers who are working on a problem will depend upon the plans of the faculty.

In addition to the small groups which plan during the school day, arrangements should be made so that the total faculty can plan together regularly and often. Experience has shown that large blocks of time, two to three hours, are more productive than several one hour blocks. Also planning, to be effective, should be carried on at least once a week. Teachers are usually ready and willing to give time after school if the planning is well organized and helps them in improving their work with students. Many schools have developed ways of providing after-school planning time. Some schools reduce the length of the school day once a week for students by anywhere from one to two hours. In one school system the student day ends every Tuesday at 1:30 P. M. Teachers plan together as a faculty from 2:00 P. M. to 4:30 P. M. This type of arrangement for faculty planning should always be made in cooperation with parents. Parents need to understand the value of faculty study and agree to shortening the school day for it.

Another provision for faculty planning has been and is being inaugurated by many school systems. This involves one or two weeks of pre-planning immediately preceeding the beginning of school in September. Wherever pre-session planning is instituted, teachers should be paid for the additional time. In some states, such as Florida, the time spent in planning during the summer is included in the teachers' contracts.

The pre-session planning period provides an unusual opportunity for a faculty to evaluate the program of the previous year, to identify problems which will be worked on during the year ahead, to begin the induction of new teachers and to take care of many other problems incident to the starting of a school year.

Records and Reports. Accurate and up-to-date records on all students currently enrolled should be maintained. Usually two types of records are kept. First, the administrative record, kept in the principal's office, which includes items such as attendance, individual programs and schedules, grades, scholarships, and registration information and the like. The other is the cumulative record which is begun in kindergarten or first grade and is passed on to the junior high school from the elementary school. This is a highly confidential record used primarily for guidance and instructional purposes. Since the counseling teacher is responsible for the guidance of one or two groups of students, the cumulative record for these students should be kept in his room under lock and key. Furthermore, it should be the responsibility of the counseling teacher to keep the cumulative record for each student up-to-date and to use it as he works with each student individually and in the core group. This record goes from the junior high school to the senior high school just prior to the time the student completes the ninth grade.

It is very desirable, in fact essential, that records of students entering the seventh grade be sent to the junior high school from the elementary school at least two months before the end of the school year. This will give each core teacher an opportunity to study the records of the young people who will be in his core classes in September. The core teacher can then visit the elementary schools during late spring and talk with the elementary teachers, the principal and students. This makes it possible for the core teacher to know the students, to understand their problems and to facilitate their transition from elementary school to junior high school.

It is the responsibility of the faculty to determine a plan of reporting to parents which is in harmony with the philosophy and goals of the program. Much could be said about the inadequacy of grades. The hope for improved reporting lies in cooperative study of this problem by parents and teachers. A major purpose of this study should be to transmit information which helps parents and students to know the quality of achievement of the goals of the instructional program. Another purpose should be that of providing more information rather than less. In achieving the latter goal parent conferencing should be given careful consideration and study.

The School Budget. Principals will find teachers more satisfied and funds expended more wisely if they involve teachers in planning for the use of the school's instructional budget. Without teacher participation in a careful study of instructional needs, it is almost impossible to administer the budget wisely and economically. Some principals, fortunately only a small percentage, have ideas about equipment and materials which they think teachers should use and these are purchased. Often these are not the instructional aids teachers need and consequently the expenditure is wasted. Since instructional materials and equipment are for use of teachers and students, it seems only reasonable that teachers should participate in determining the needs and assist in planning for the use of the budget.

Co-Curricular Program. Provision should be made for student participation in an activities program. Qualifications for participation in this program should be based on student interest and the desire for wide participation. Students should be involved in establishing policies in areas of concern to them. This implies some type of student organization such as a student council.

Competitive athletics should be confined to well organized intramural programs as opposed to inter-school competition as presently practiced in the senior high school. This is in accordance with the facts of the growth and development of early adolescents as described in Chapter II. It is true that many communities will feel that inter-school competition is necessary. This problem must be dealt with in a way designed to develop understanding and sympathy with the real needs of the students.

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CHAPTER VI

Facilities for the Junior High School

Although the junior high school has been in existence for almost half a century and has multiplied rapidly throughout this period, the number of junior high school buildings planned to house a program specifically designed to meet the needs of the early adolescents is quite small. The housing story of the junior high school is a sad and discouraging one. Quite often when a new school is needed or a six-year high school is divided, the junior high school inherits the old building, and a new senior high school building is constructed. This tendency probably reflects lack of understanding concerning the unique functions of the junior high school and what its program should be.

As a result of this lack of understanding, the junior high school assumes a "second-class citizen" status in the organizational pattern of the school system. Since the senior high school has become established as a respectable unit, with purposes and a program understood by most educators and laymen, it receives priority when a new building is constructed. As a consequence, the junior high school often becomes the "stepchild" of the school system, housed in an old high school building which is ready for discard and which does not lend itself to a modern program for early adolescents.

The unique qualities and characteristics of a program for early adolescents demand housing facilities which expedite the development of the program. During the coming years it should be possible to provide such facilities. The tremendous increase in school building which will be necessary during the next decade will make it possible for communities to plan and provide adequate school buildings, built specifically to house a modern junior high school program. This can happen if educators and the community recognize this unit as a justified, established part of the organizational pattern of the school system.

Cooperative Planning is Essential. When a new junior high school is contemplated, careful planning should precede and accompany every phase of its construction. Studies should be made of the student population and of the school community to be served. In the light of these and other facts and what is known of the needs of the age groups involved, a curriculum should be planned. *It is fundamentally important and essential that the curriculum be determined first, and the building planned to provide the facilities necessary in the operation, development and improvement of the curriculum.*

The principal of the new school should be selected early and, if possible, the teaching staff should be selected early enough so that they can plan together on details of the instructional program and the facilities. Often it is impossible to select the teachers who will be on the staff of the new school at the time the planning is begun. If this is the case, the principal should have a select group of junior high school teachers to assist him. These teachers should be chosen so that there is representation from each curriculum area in the program. The planning group should work together for a minimum period of six months, preferably a full year, before the final plans are submitted to the superintendent and the board of education. Supervisors, parents, and students should also participate in this planning.

When the curriculum has been determined, the group involved should set out to plan with the architect facilities to service the curriculum. Much preliminary work can be done before the architect is secured. Educational ideas and principles supported by pictures and illustrations will prove to be a great help in making the needs and desires of the group known to the architect. It becomes his responsibility to point out cost and engineering alternatives with the planning group making the final suggestions and decisions.

In the remainder of this chapter some important information will be provided which should be given careful consideration by the group planning a new junior high school building. This information relates specifically to the school site, the school plant and furniture, equipment and materials. No attempt has been made to cover all items which should be studied by the planning group. Only suggestions and details which are extremely significant in planning housing for a modern junior high school program have been discussed. For a complete study of building facilities, the planning group should refer to the references in the bibliography at the end of the chapter.

SCHOOL SITE

The National Council on Schoolhouse Construction recommends as a minimum standard for junior high schools a site of ten acres plus an additional acre for each 100 students of predicted maximum enrollment.[1]

This standard would require a minimum site of 18 acres for a projected student body of 720 students. There are several reasons why this minimum site may be inadequate and uneconomical. First, there may be changes in the program at some future time which would require additional space needs. Then, there is a tendency for school sites to be surrounded by residential and other construction, thus making future expansion prohibitive in cost. While it is a fact that 18 acres is the minimum according to accepted standards, it is recommended that a larger site, up to 35 or 40 acres, be purchased. Englehardt, Englehardt, and Leggett, School Building Consultants, have adopted 30 acres as a minimum standard for junior high school sites in their Score Card for Selection of School Building Sites.[2] Few sites have been found to be too large but an extremely large percentage have been found to be too small. The following standards for the site should be guides for its selection.

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[1] *Guide for Planning School Plants,* National Council on Schoolhouse Construction, Peabody College, Nashville, Tennessee, 1953.

[2] Englehardt, N. L., Sr., "What Size School Sites?", *American School and University,* 28th Edition, Vol. 1, 1956-57, p. 66.

Accessibility. The site should be accessible to students and patrons. This means that the school should be within walking distance from home for as many students as possible. The routes of access to the school for pedestrian students should be as safe as possible. In some rural communities nearly all students will be transported.

Environment. The site should be attractive and quiet. It should be in a residential or park area rather than in a business or industrial area. In many communities, cooperative planning between city or county and school district makes it possible for schools to be located adjacent to parks or recreational areas. No thoroughfares should pass immediately adjacent to the site or be close enough to constitute a hazard of any kind. The air should be free of smoke, odor or other contamination. Future development of the area should be studied to avoid acquiring a site which is satisfactory now but one almost sure to become undesirable.

Educational Adaptation of Site. The site should be chosen which can be adapted to furthering the educational program which has been planned. Land laboratory plots, nature study areas, playground space, recreation areas, parking, and many other kinds of space should be available.

THE SCHOOL PLANT

The school plant should be so constructed that it serves the needs of the instructional program described in Chapter IV. Also it should be adaptable to future changes in the educational program. A junior high school of maximum size—720 students—should include the following:

General Purpose Classrooms. A sufficient number of general purpose classrooms to house the maximum number of core classes, required subject classes, some exploratory courses, electives, and other activities not requiring special rooms. These rooms should have these provisions:

(1) Rooms should be approximately square and should include 900 square feet of space. Sixteen rooms will be required, or a total space of 14,400 square feet.

(2) Maximum flexibility can be provided by placing all fixed installations around the walls of the room and by providing easily movable furniture for use in the teaching area.

(3) For all general purpose rooms, work benches, sinks, storage, a variety of work surfaces, display cases, ceiling supports for hoists, tack board, black board, bookshelves, a T. V. jack, electrical outlets, and access doors to both corridors and patio should be available. Each room should have audio-visual venetian blinds or some other blackout arrangement so that film projection and television viewing can be carried on effectively.

(4) The core rooms, eight to ten in number, should have two small rooms between every other room—approximately size 8′ x 15′.

These rooms can be used by small student work groups during the core periods; for a conference room in which teachers have individual conferences with students; and for a teacher's office and materials room.

(5) Curriculum storage space should be provided adjacent to core classrooms.

Special Rooms and Facilities. The number and kinds of special rooms and facilities needed will depend upon the program planned for the junior high school. It is particularly important to have clearly developed plans regarding exploratory courses. For example, if two exploratory courses in arts and crafts are included in the program for all students with an elective course in the ninth grade, two laboratories will be needed. If only one exploratory course is offered, one laboratory will be adequate.

The special rooms and facilities described here are provided for exploratory courses, physical education, student activities, materials, health, administration and teacher's needs. The inclusion of these facilities in a junior high school plant is based upon the instructional program described in Chapter IV and on an enrollment of 720 students.

Arts and Crafts. For two exploratory courses and an elective, two laboratories will be needed. A minimum size of 1200 square feet and optimum size of 1400 square feet is suggested. Each laboratory should have abundant storage space for storing student art projects, plenty of counter space, a kiln, at least two sinks, and a small chalk board with tack board covering the balance of the wall space for display of art work. There should be a storage room for art supplies and materials. The wall in the corridor outside the room should be prepared for art displays and there should be several display cases fronting on the corridor. Movable tables for demonstration, individual small group and large group work should be available for use in the teaching area thus permitting maximum flexibility in use of the room. Since the exploratory experiences are diversified, the laboratory should be arranged so that interest centers may be set up. This may include painting, clay modeling, pottery, jewelry, leathercraft, etc.

Manual or Industrial Arts. Two shops will be needed for two exploratory and one elective course. The suggested size including all needed accessory areas is 1800-2000 square feet. These rooms should be planned as general shops with no vocational purposes in view. Like art, the manual arts experience in junior high school should be a diversified one. This means that each shop will have interest centers in which every student may have experiences in working with wood, metal, electricity, home repairs, etc. The manual arts program, then, will serve primarily the exploratory, general education purposes indicated in Chapter IV with the possibility of an elective in the ninth grade. The shops should be insulated for sound and a service entry should be provided.

Homemaking. Two rooms will be required if both boys and girls have two exploratory experiences and if an elective is offered in the ninth grade. The suggested size range of each laboratory including all needed accessory areas is 1300-1500 square feet. These rooms should be planned as all-purpose homemaking laboratories. Each laboratory should contain three or four unit kitchens, including laundry appliances, a clothing area and a teaching or planning area. Between the two laboratories a dining room should be provided. The homemaking program will serve exploratory and general education purposes with the beginning of specialization in the ninth grade. These laboratories require a service entry.

Science, Photolab, and Solarium. Two general science rooms are required. Each of these should include, with all needed accessory areas, 1000 to 1200 square feet. Ten percent should be added for a solarium to serve both rooms. These rooms should be planned to include a storage room for equipment and supplies, storage cabinets, photographic dark room, display space and book shelves and magazine racks.

Laboratory work counters for student experiments should be attached to the walls around the room in every available space. There should be from 8 to 15 sinks. The counter space and the sinks should be arranged to provide an opportunity for thirty students to do experimental work at the same time. There should be a demonstration table, and the teaching area should have movable furniture for flexibility.

Physical Education. This facility for a junior high school should be more than a gymnasium. It should include space for a basketball court 76 x 96 feet and sufficient folding bleachers to seat 50 to 100 percent of the student body. Construction plans should include some flexible provision for dividing the large area, such as with a folding plastic divider, which will make it possible for boys and girls to have some activities separately and some together. In addition to the necessary shower and locker rooms, toilets, offices, and storage, there should be some smaller rooms adjacent for group instruction and many other purposes. These facilities are not primarily for an interscholastic sports program but for the general instructional program.

Student Activity Room. This room should be at least 40 x 60 feet in size and should be planned for flexibility in use. The activity room can serve a real function in a junior high school. It can be used as a student lounge, a meeting place for the student council and other school organizations, and for many other functions and purposes. In some schools it is used for after-school faculty meetings.

General Music. One room is required which, including all needed accessory areas, should be from 1000 to 1200 square feet in area. It should be adaptable to choral and music appreciation work and general music instruction. This room should be located so that the music does not disturb other classes. The room should have special acoustical treatment.

Instrumental Music. This area should include a large practice room, instrument and music storage, small practice rooms, offices, etc., all of which would require 1800-2000 square feet. This space should be isolated and have special acoustical treatment. The instrumental area and the general music area should be adjacent and have ready access to the auditorium stage.

Typing. One room is required, 900 to 1000 square feet. This room is used to provide an exploratory experience for each junior high school student and for an elective in typing which may be offered in the ninth grade.

Materials Center. Since materials are the "life-blood" of the curriculum, this facility should be carefully planned and located centrally in the building so that it is easily accessible. All instructional materials and equipment should be located in the center. These include library books, textbooks, maps, globes, charts, audio-visual equipment and materials, such as filmstrips, slides, sound films, records and tapes. The center should include a reading room with an area of 1800-2000 square feet, a workroom for the materials consultant, and rooms for periodicals, maps, globes and charts, textbooks, and audio-visual equipment and materials. It should also have a photographic laboratory, rooms for listening to records, for conferences and for previewing films, and a teacher's workroom where teachers, sometimes with students, can develop and produce instructional materials. The total space requirement is from 3000 to 3500 square feet.

Auditorium. This space should be large enough to seat the entire student body of 720 pupils. The space requirement would be at least 6500 square feet including stage and storage. The auditorium should be accessible from parking areas.

Lunchroom. This facility will require 3800-4000 square feet for the dining room plus needed accessory areas. It should be accessible to pupils, and a service entrance is needed.

Administrative Suite. This area should include reception room, offices for the principal, vice-principal, two counseling rooms, conference room, vault, duplicating room, toilets for men and women, file room and other spaces as needed, all of which totals 1800 square feet. The area should be accessible to the general public and the students.

Health Suite. This space to include reception room, nurse's office, cot room, storage, and toilets. If medical or dental examinations are provided, it will be necessary to have an examination room. The total space needed is approximately 600 square feet.

Teachers' Lounge. The teachers' lounge should be a pleasant, nicely furnished room where teachers may rest, take a coffee break and visit with each other. It should include an efficiency kitchen unit and toilets for men and women.

Recapitulation. Twenty percent of the total square footage should be added for corridors and 5 percent for toilets (1500), storage (720), janitorial space (100), heating and maintenance shop spaces (720).

This would bring the total for housing as described for 720 students to 75,000-80,000 square feet.

The space requirements given above have been developed by rule of thumb and experience standards set forth in numerous references listed in the bibliography at the end of the chapter. It should be noted again that they should always be based on educational specifications developed by committees of patrons, staff and teacher personnel concerned with the problem at hand.

Guide for Educational Planning. Very little specific help is provided for planning educational specifications for junior high school buildings. The one presented below, although developed for senior high schools, may be of some assistance in planning a junior high school plant.

A SUGGESTED GUIDE FOR PLANNING EDUCATIONAL SPECIFICATIONS FOR A SENIOR HIGH SCHOOL[3]

1. AREA
   - 1.1[4] *Number or area; names of areas; shape desired. (A de*description of activities to be performed will usually dictate the shape of area, in terms of square feet.
2. RELATIONSHIP TO OTHER AREAS AND ORIENTATION
3. ACTIVITIES WITHIN THIS AREA
   - 3.1 School curriculum
   - 3.2 Adult training
   - 3.3 Community use
4. TRAFIC CIRCULATION
   - 4.1 Within area
   - 4.2 In relationship to other areas
   - 4.3 In relationship to other outdoor activities
     - 4.3-1 Auto traffic
     - 4.3-2 Auto parking
     - 4.3-3 Receiving and distribution of supplies
5. GENERAL CONSIDERATIONS AND FUTURE TRENDS
   - 5.1 Flexibility
   - 5.3 Safety
   - 5.3 Maintenance
6. FURNITURE AND EQUIPMENT
   - 6.1 Fixed
   - 6.2 Portable
   - 6.3 Special kinds or sizes
   - 6.4 Special work surface or surface treatment
7. STORAGE
   - 7.1 Equipment
     - 7.1-1 Size (will be determined by an inventory of equipment)
     - 7.1-2 Location in relation to other storage
     - 7.1-3 Location in relation to class activity

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[3] MacConnell, James D., *Planning for School Buildings*, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1957, pp. 156-157. Reprinted by permission.

[4] This code numbering system is suggested as a convenience for architects and all planning committee members.

  7.2 Supplies
    7.2-1 Size and amount
    7.2-2 Location in relation to class activity
    7.3 Projects storage
   7.3-1 Size and number
  7.3-2 Location
  7.4 Personal storage
    7.4-1 Size; location; purpose
  7.5 Special storage for specific uses
    7.5-1 Size
    7.5-2 Special material or treatment if needed
8. OTHER SPECIAL NEEDS WITHIN THIS AREA
  8.1 Electrical system
  8.2 Ventilation system
  8.3 Exhaust system
  8.4 Air outlets
  8.5 Gas outlets
  8.6 Other utilities
  8.7 Door sizes or location
  8.8 Receiving and dispensing area or platform
  8.9 Displays
    8.9-1 Show cases desired and their location
    8.9-2 Teaching surfaces
9. COLOR, DECORATING, AND ACOUSTICS
  9.1 Special considerations
10. UTILITIES
  10.1 Heating
  10.2 Ventilating
  10.3 Electrical
  10.4 Water
  10.5 Toilets
  10.6 Others
11. AUDIO-VISUAL FACILITIES
  11.1 Special considerations

Furniture, Equipment and Materials. It is not uncommon for a board of education to make adequate provisions for a junior high school building but to provide only a miserly amount of money for furniture, equipment and materials. Although it is important to provide adequate, attractive space, the instructional program is much more dependent upon the equipment and materials. A school can have a corps of master teachers, but without teaching materials and equipment, instruction will be mediocre at its best.

In general, from 6 to 15 percent of the total budget for a junior high school building should be used for furniture, equipment and materials. For the best instructional situation the amount expended should be at least 10 percent of the total budget.

The group planning the new plant should spend as proportionate an amount of time on these items as is used in planning the arrangement, areas and structure of the building. A standard minimum list should be developed. Suggestive lists may be obtained from the literature or from school systems in which lists have been developed by planning groups.[5]

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[5] Cf., *Initial Equipment and Supply List for Dade County Public Secondary Schools.* Administrative Bulletin No. 31B, November, 1955, Dade County Public Schools, Miami, Florida.

CHAPTER VII

Staffing the Junior High School

At a time when the Nation is experiencing the greatest shortage of qualified teachers in history, the junior high school is in the midst of its period of greatest growth. Competent teachers for any part of the American school system are hard to find, and teachers specially trained and experienced in junior high school work are in even shorter supply. This shortage will become more acute as the increasing millions now in elementary school reach junior high school age and swell the enrollments in grades seven, eight and nine. In fact, the full force of the rising tide of enrollment in these grades may not be felt until 1962. The problem of number of teachers needed is tremendous; the problem of quality is staggering. Additional thousands of young people must be recruited, screened, educated and inducted into the teaching profession at a time when all professions are on the greatest hunt in history for talented manpower. It has been estimated that more than 100,000 college graduates will be needed each year for the next several years to fill positions in education arising from increased enrollments, resignations, retirements, deaths and other causes. This means that nearly one of every three college graduates may be needed for teaching unless college recruitment is stepped up or class size is increased. The latter would be most unfortunate. Some school systems are "experimenting" with teaching larger numbers of students through the use of educational television, motion pictures and other instructional aids. There is, however, no valid evidence, as yet, to indicate whether or not students taught in large groups using these aids achieve better the objectives of the junior high school program than those taught in classes of reasonable size. It is hardly conceivable that any device could ever replace the teacher.

In the years immediately ahead it appears that the junior high school may be more seriously affected by the teacher shortage than any other division of the educational structure. The problem is immediate. The crest of the enrollment wave reached the seventh grade in 1958-59. By 1961-62 the demand for teachers in grades seven, eight and nine may be more than 30 per cent above present demands. In many communities school boards are now seeking to relieve the pressure for classroom space by building junior high schools or by reorganizing the system so that even though new buildings are used for elementary grades or senior high school grades, one or more old buildings will house grades seven, eight and nine organized as junior high schools. The number of teachers needed to work in schools organized as separate and distinct junior high schools, therefore, may be considerably larger than the 30 per cent mentioned above.

The large number of teachers needed to staff the junior high schools now and in the years immediately ahead should be selected and educated especially for junior high school teaching. As pointed out in previous chapters, the junior high school came into being to serve a particular age group with educational needs that are significantly different from those of earlier and later periods of human development. There is a great need for teachers, therefore, who by education, interest, experience and natural endowment are best suited to the teaching of early adolescents.

COMPETENCIES NEEDED FOR JUNIOR HIGH SCHOOL TEACHERS

It may be argued that competency to teach is a general competency and that a really superior teacher could adapt his procedures to the needs of the learner at any age level. Perhaps there are cases in which this is true, but the very definition of *superior* implies that only a few teachers may be placed in this category. For the great majority of teachers who plan to teach in the junior high school, a special professional program designed to strengthen competencies especially necessary and valuable in teaching young adolescents seems justifiable and desirable. Development of competence for teaching at this age level would require, among other things, the following:

- A broad, general education.
- A program of professional education focused upon the junior high school program.
- A program designed to assure development of personal qualities.

Each of these competencies is discussed in turn.

A Broad, General Education. Because early adolescence is a period of exploration and widening interests, the junior high school teacher must know "something about everything" and have a broad background of experience. Extreme specialization is not necessary. In the area of the language arts, for example, a junior high school teacher must have skills and understandings in written and oral expression, reading, listening and a basic foundation in understanding and appreciation of literature. Expert knowledge of Chaucer or the lesser English poets, although valuable, is not essential. Many junior high school teachers work in a core program where English and social studies are included in a block of time encompassing two or more periods of approximately an hour each. In such a program basic knowledge of history, geography, government, economics and sociology appear to be more important than extensive knowledge in a single subject. The core program and development of large areas of study demand of the teacher considerable knowledge in many fields—the natural and physical sciences as well as the humanities. Moreover, interdisciplinarv relationships and the educational value of integrating experiences must be understood and implemented by the teacher. Even more important, the core teacher should be aware of the personal and personal-social problems of early adolescents and of the problems and pressures of society which impinge upon the daily living of these young people. He should be able to use knowledges and skills in the various disciplines in order that he may assist students in the solution of these problems. It is exceedingly important for junior high school teachers working in a core program to use their background of general education in helping students to solve the problems which they have identified as being of concern to them.

In the case of junior high school teachers who are not core teachers but have their major responsibilities in mathematics, science, music, art, physical education, manual arts, etc., more specialization is required, but even so a good foundation in general education is essential. Actually, the general education program for teachers of required subjects, exploratory courses and electives should be the same as the program needed by core teachers. Beyond the general education program, core teachers should elect courses in the social sciences and the language arts while the other teachers should elect courses in their area or areas of specialization.

A Program of Professional Education Focused Upon the Junior High School Program. Because the junior high school serves as a bridge to span the gap between the integrated program of the self-contained classroom of the elementary school and the departmentalized program typical of most secondary schools, the junior high school teacher must have some knowledge of both types of programs and mastery of some of the techniques of teaching in each. Specific methods courses for junior high school teachers should be provided by teacher education institutions, and those students destined to work in junior high schools should be required to take them. The professional education courses to be included should require a minimum of 18 semester hours credit and may well total 27 or more semester hours credit. Courses should be taken designed to give the teacher a broader and deeper understanding of human growth and development and learning; to build competence in junior high school teaching; and to clarify the objectives, functions, scope, organization and administration of the junior high school. A suggested outline which provides leads to a desirable program follows:

Human growth and development learning.

1. Adolescent growth and development with emphasis upon the early adolescent period. This study should include observations, case studies and participation experiences with groups of early adolescents. Particular attention should be given to the implications of what we know about the growth and development of the age-group for the curriculum and teacher-pupil relationships.
2. Educational psychology with stress upon how learning takes place.
3. Group dynamics and group process taught in a laboratory situation.
4. Techniques of group guidance and individual counseling. Related to these experiences should be the development of understandings and insights in recording and interpreting growth data.

The junior high school program

1. The evolution of the junior high school curriculum.

2. The design of the junior high school curriculum.
3. The core curriculum.
4. The required subjects, exploratory experiences and electives.
5. Approaches to the selection of content.
6. Methods of teaching.
7. Providing for individual differences of early adolescents.
8. Evaluation of objectives.
9. Materials and resources.
10. Approaches to curriculum development and improvement.
11. Organizing the school program—grouping.
12. Classroom management—discipline, promotion, pre-planning, teacher-student planning.
13. Recording and reporting pupil progress.
14. Using services and resources.

The junior high school in our society

1. The role of the junior high school in our society.
2. The role of the junior high school in the school organization.
3. The philosophy and purposes of junior high school education.
4. The history and significance of the junior high school movement.
5. The problems and issues of junior high school education.

The Internship. The program for all undergraduates who are preparing for teaching in the junior high school should include a well-planned and organized internship. This should be a full-time experience for students lasting a minimum period of twelve weeks, preferably for a full semester. The directing or cooperating teacher should be carefully chosen. Only the very best teachers should be used. They should be prepared for the experience by the staff of the teacher education institution. Likewise, the students should be carefully prepared through planning with them and through providing participation experiences for them with groups of early adolescents. The college should provide adequate supervision of students during the internship.

A Program Designed to Assure Development of Personal Qualities. Many factors have a bearing upon the development of teachers who are able to teach in the junior high school. First in importance is the factor of selection. Teacher education institutions must have high standards of admission to assure that students accepted for education as junior high school teachers are intelligent, emotionally adjusted, academically well-grounded, healthy, trustworthy, bouyant, adaptable, in brief, persons whose total impact on young people is wholesome and constructive. All factors should be taken into account in recruiting and selecting young people who are planning to prepare for junior high school work. Even so, errors in selection are likely to be made and once they are discovered the student who shows little promise of becoming a good teacher of early adolescents should be rerouted to other levels in the school system or to other fields of work.

Once a person chooses to become a junior high school teacher or is employed as a teacher, a program of self-improvement should be planned and developed to strengthen desirable personal qualities. Teachers-on-the-job as well as teachers-in-training who show weaknesses in voice, health, poise, posture or social effectiveness should be helped to bring about any improvement needed. During the pre-service period, college courses, student health services, institutional testing services and counseling services are available. For the employed teacher the in-service activities of the school can help, and summer study and other experiences during the vacation periods may be instrumental in strengthening personality.

CERTIFICATION OF JUNIOR HIGH SCHOOL TEACHERS

Cooperative study by teacher education institutions and state departments of education should lead to discovery of ways of revising certification requirements so as to encourage a program for the education of teachers especially for junior high school teaching. Present certification requirements in most states are not conducive to experimentation and generally do not recognize the junior high school area as one for which a special kind of professional education is needed. Because teacher education programs are greatly influenced by certification regulations, revision of state requirements are needed in most states. Currently most states validate a high school teacher's certificate for all grades above the sixth, and the elementary teacher's certificate for all grades below the ninth. The result is a kind of "no man's land" for grades seven and eight with junior high school teachers being drawn from groups trained for the upper or the lower divisions of the school system. Teacher education institutions, largely as a result of this confusion and partly because of the smaller demand for junior high school teachers, have focused upon the elementary school and the high school. The same reasons have influenced state certification authorities. This situation has resulted in a paucity of teachers who are especially prepared and particularly interested in teaching in the junior high school. Many teachers will accept positions in junior high schools and then mark time until they have an opportunity to be reassigned to a senior high school or an elementary school. As long as this condition exists the junior high school program will fall far short of reaching its potential in the education of early adolescents.

Conditions have changed in recent years so that there is today a strong, increasing demand for teachers to work in junior high schools. In 1952, over half of all the students in the United States enrolled in grades above the sixth were enrolled in reorganized schools with either separate junior high schools or junior-senior high school combinations.[1] The percentage today is undoubtedly higher and will continue to rise. With the increase comes a proportionate rise in teacher demand and a growing awareness that the junior high school cannot fulfill its functions unless it is able to secure teachers especially prepared to work with early adolescents. The state certifying authorities should recognize this change and consider altering certification regulations in order to encourage programs of teacher education designed to meet the junior high school need.

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[1] U. S. Department of Health, Education, and Welfare, *Junior High School Facts*, Office of Education Bulletin Misc. 21 (Washington: U. S. Government Printing Office, November, 1954), p. 16.

PROFESSIONAL GROWTH OF THE STAFF

Because the preparation of teachers, principals and other professional personnel needed to staff our junior high schools has been neglected by most teacher education institutions, development of skills needed at this school level must for the present take place in large measure through in-service education. Junior high school teachers, with the assistance of the principal and other administrative and supervisory personnel, should accept the responsibility for planning a continuous professional growth program. This is a responsibility to be shared in part by teacher education institutions and state departments of education.

Only through a "whole school" approach can a good junior high school curriculum, improved teaching and effective articulation with the high school and elementary school be achieved. Staff growth takes place most surely when members of the staff share in selecting the problems to be attacked and engage in real, purposeful work toward an improved school situation. Ways of doing this have been described in some detail in Chapter IV.

Faculty planning for program development and for improvement of teaching can be greatly augmented through the use of resources and services which are available to schools and teachers in most school systems and states:

- *Extension Classes.* Colleges and universities usually provide off-campus classes within reasonable driving distances. In some states a workshop type course is available to an individual school if the total faculty participates.
- *Professional Libraries.* Each school should have a basic professional library composed of books, pamphlets and periodicals which the staff has selected for specific use in the study being carried on. There should also be a comprehensive professional library in the county or city system central materials center.
- *Supervisory Services.* As has been mentioned previously, the supervisory staff has competencies which make possible a variety of kinds of services to faculty study groups. Local supervisors can provide continuous assistance to faculties, thus facilitating the improvement of the program.
- *Consultant Services.* In many states consultant services to individual schools are available at little or no cost. Colleges and universities and state departments of education are usually willing and anxious to work with a faculty which has an on-going curriculum improvement program. In addition, many national professional organizations can provide occasional, limited consultant help. Many school systems are providing funds in the budget to employ consultants for specific purposes.
- *Participation in State, Regional and National Studies.* There are

usually studies operating within a state or region in which schools may participate. Each study should be carefully evaluated in terms of its contribution to the improvement of instruction in the school. Although these studies usually require leadership and planning at the local school level, resources are often provided which facilitate curriculum improvement.

- *Summer Workshops.* Many school systems are now providing post- or pre-session workshops which are flexible enough to allow an individual school the opportunity to work on problems which the faculty has chosen to solve. This service offered by the school system makes it possible for a faculty to concentrate upon a problem during a period of a week or more when teachers have no other responsibilities. The workshop consultants can facilitate greatly the faculty study carried on during this period.
- *Summer School Experiences.* A faculty with professional attitudes will have many of its teachers attending summer schools in colleges and universities. In many cases teachers can enroll in courses with the primary purpose of furthering the solution of the problem which is being considered by the faculty. Most teacher training institutions have short summer workshops, institutes and conferences which are planned and organized to provide specific help to school systems and individual schools.
- *State, Regional and National Conferences.* Junior high school teachers belong to many professional organizations. Provisions should be made in every school system for them to attend the meetings of these organizations. Often, it is possible to obtain ideas and assistance in these conferences which will help a faculty to move ahead in the study being carried on in the school. A number of school systems include in the budget funds which are available to teachers to attend conferences of professional organizations held both within the state and out-of-state.

The services and resources mentioned above are among the many which are available to junior high school faculties. Too often these aids to program improvement and teaching are overlooked. During the planning process it is the responsibility of the faculty to identify and use every possible resource which will facilitate the job to be done.

PROVIDING WORKING CONDITIONS CONDUCIVE TO GOOD TEACHING

If teachers are to work at peak efficiency and provide a superior type of classroom experience, they must be made to feel secure and happy in their jobs. A desirable professional climate must be established, good morale must be built, teachers must feel a sense of "togetherness" in working on school-wide problems, and realize that these large problems of the school and community can only be solved through coordinated efforts in all of the classrooms of the school. Of prime importance in achieving these conditions is the development of sound personnel policies and practices. Such policies should be "written" as opposed to "understood," and should be cooperatively developed with the school board, administrative officers and teachers participating. Such policies should indicate the following:

- That academic freedom is valued and teachers will be protected in discussing controversial issues openly and frankly.
- That teacher privileges as well as obligations are clearly defined and taken into account in appraisal of professional performance.
- That the criteria by which the quality of teaching is appraised are cooperatively agreed upon and known and the evaluation is carried on cooperatively involving both the principal and the teacher.
- That the relationships among teachers, administrators, board members and parents are clearly defined and understood by all persons in each group.
- That a code of professional ethics has been adopted and serves as a guide for professional conduct.
- That two-way channels of communication have been established so that the needs, grievances, problems, accomplishments and suggestions of teachers are quickly made known to the administration.

When policies, practices and procedures affecting the instructional staff are developed, they should clarify such matters as assignment, transfer, promotion, resignation and dismissal. Policies relating to staff welfare should explain provisions for teacher selection, contracts, tenure, retirement, leaves of absence, advancement on the salary schedule, group insurance plans, and provisions for in-service study and research.

Some factors having a bearing on the quality of instruction are related to supervisory leadership and interpersonal relations. All teachers, especially beginning teachers, need sympathetic professional guidance and timely practical help in their day-to-day teaching and classroom management. They need encouragement and recognition of the work they are doing. They must feel that they are appreciated by their fellow teachers, administrators, students and the public.

Other factors influencing the success of teachers are more physical in nature and include such things as suitable classrooms, adequate equipment and adequate instructional materials. In today's schools teachers are seriously handicapped unless they have up-to-date tools and materials for teaching.

Teaching early adolescents probably taxes the energy, skill and patience of the teacher more than is the case with any other age group. Constant alertness, unflagging enthusiasm and unswerving self-confidence are essential at this level if chaos is to be avoided and real learning is to take place. Teachers are persons and are as likely to become fatigued as other people. They need provisions in their schedules of work and personal living to gain a brief respite from the tension of the classroom and for recreation to gain perspective in viewing their jobs. The six to seven hour day without time away from students is too taxing and cuts down on teaching effectiveness. All junior high schools should make provision for the teacher to have the following:

- A reasonable teaching load with reference to hours taught and size of classes.
- One period during the school day when they do not have responsibilities for students. This period should be used for planning, record keeping and relaxation.
- Provision for a lunch period away from students on at least 50 per cent of the teaching days.
- A lounge to which teachers may retire for rest and relaxation with coffee and cigarettes for those so habituated.
- A planned, organized program developed by the faculty to help new teachers become integrated into social and recreational life of the community.
- Assistance for new teachers in helping them find an adequate place to live in the community.

IMPORTANCE OF THE PRINCIPALSHIP

Of all the persons with leadership responsibilities in the junior high school, the principal is undoubtedly the most important. He is in daily contact with school activities at the grass roots level; he occupies a key position for curriculum leadership; he is *ipso facto* the personnel officer; his many and varied contacts with community organizations place him at a favored vantage point from which he can readily discern the critical educational needs of youth and the local resources for meeting them; and, furthermore, he is legally and professionally responsible to provide leadership for students, teachers and laymen in improving the school program and in integrating the school and community.

In filling junior high school principalships, superintendents and school boards should make a diligent search for the most capable persons available to fill the jobs and should provide salaries high enough to attract and hold them for periods long enough to reap the benefits of continuous leadership. Teachers, principals, and supervisors may well share in the search by assisting in making a job description for the position to be filled and by setting out competencies and qualifications to be sought in the person to be selected. Full use should be made of placement services available in colleges and universities, and no geographical restrictions should narrow the field of search.

As implied above, qualifications for the job of junior high school principal should be set locally in terms of the particular job to be done. The following list is given as suggestive of some of the qualifications that may be set up if a professional job of selection is to be done:

Qualifications for Junior High School Principalship

- Hold a master's degree in education from an institution with recognized standing for graduate work.

- Have at least five years recent successful teaching experience including a minimum of two years in a junior high school.
- Have at least 18 semester hours graduate credit in education based upon adequate prerequisites. Since the major responsibility of the principal is instructional leadership, his graduate program should place emphasis upon curriculum development and methods of teaching. The program should also include courses in educational leadership, group dynamics, supervision, school administration and psychological and social foundations. Additional work in the history and philosophy of education and in measurement and evaluation is desirable.
- Show evidence of ability to provide educational leadership or indicate promise of developing that ability rapidly.
- Possess superior skill in human relationships.
- Exhibit personal and social qualities of the highest order.
- Show a real interest in the education of early adolescents.
- Signify a willingness to continue professional study to improve competence in relation to his position as a junior high principal.

Finding a person who meets these qualifications at a time when talented manpower is at a great premium is a difficult job. No source of supply should be overlooked in efforts to procure the best person possible. All of the following possibilities should be explored:

- Selection of an outstanding elementary principal who could be prepared for junior high school administration by further graduate study in a teacher education institution offering effective programs in junior high school education, by apprenticeship in an outstanding junior high school, and by a carefully planned in-service education program.
- Selection of a successful junior high school teacher who has demonstrated leadership ability. The teacher chosen should have one semester of apprenticeship with an accomplished junior high school principal. He should extend his competencies through additional professional work and a program of self-improvement.
- Selection of an outstanding elementary or senior high school teacher who shows evidence of leadership possibilities and is willing to do additional professional work and teach in the junior high school for several years. An apprenticeship in administration in a junior high school would be desirable to provide experience essential in supervision and administration.
- Selection of an assistant principal, preferably from a junior high school, who has a good background of educational training and experience and has proven his effectiveness in giving leadership to young adolescents and their teachers.

The increasing demand for junior high school principals and a dearth of capable young people specifically trained for junior high school administration may require selection of a person on the basis of potential worth rather than demonstrated ability. School boards selecting such persons should seriously consider giving them leaves of absence with pay for extended visits to good junior high schools and for further graduate work in junior high school administration.

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CHAPTER VIII

Evaluation in the Junior High School

Until recent years evaluation procedures were focused primarily upon the memorization and retention of facts and the acquisition of academic skills. This is understandable because the basic purposes of early American education were to pass on from generation to generation the information which accumulated in the culture and to teach all young people certain necessary academic skills such as reading, spelling, writing and calculating. Because these were the objectives, educators centered their attention on developing techniques and devices that would reveal the degree to which students had retained facts and acquired academic skills. These efforts have been rewarded because teachers today have many techniques and instruments at hand which can be used to appraise the growth of students toward these purposes.

The objectives of education today go far beyond the acquisition of facts and academic skills. As has been stressed in previous chapters, modern education must help young people develop attitudes, habits, social skills, ideals, interests, ways of working and thinking, appreciations and other ways of behaving which will help them live successfully and effectively in our democratic society. This means that facts are a means to the end and not an end in themselves and that academic skills become tools of learning essential to growth in behavior. Although there is still need for evaluating the acquisition of facts and academic skills, there is much more need to find ways of helping young people to appraise their status and growth toward the basic objectives of education—attitudes, habits and other ways of behaving.

Although many techniques and procedures have been discovered to evaluate growth toward behavioral goals, there is much research and experimentation yet to be done. Only through the concentrated effort of teachers and research workers can we hope for progress. It took over a half century to develop valid ways of measuring retention of facts and acquisition of academic skills—it will probably take as long to identify and develop adequately ways of evaluating the objectives of modern education.

Unfortunately, many junior high school teachers are still focusing their appraisal procedures almost entirely on facts and academic skills. This, of course, has a tendency to "straight-jacket" the curriculum in that all learning experiences are selected and designed to achieve these goals. When this approach is used students and teachers respect only achievement based upon fact retention and the acquisition of academic skills. Attitudes and other behaviors are secondary and often forgotten in the process. Attitudes and other behavior will become important and significant only when they are conceived to be the real objectives of learning and when evaluation is centered primarily on these purposes.

The Meaning of Evaluation. Evaluation is a process employed to determine the degree to which the objectives of an enterprise have been realized. Application of this general definition to education has been made by Wrightstone and others ". . . educational evaluation is the estimation of the growth and progress of pupils toward objectives or values in the curriculum."[1] Both of these definitions contain significant implications for junior high school teachers and principals. First, evaluation should be based upon clearly defined objectives: in fact, without objectives evaluation cannot be carried on. Second, techniques and procedures must be devised to determine the degree to which the purposes have been realized.

It is assumed that students will not only be cognizant of the goals to be achieved in a learning experience but also have the opportunity to participate in determining the goals. There is much evidence to indicate that motivation and learning are greatly improved and enhanced when the purposes and evaluation procedures are developed cooperatively by the teacher and students. More specifically, evaluation should be a *cooperative* enterprise. Furthermore, evaluation should be *continuous.* The outworn procedure of appraising at the beginning and end of an experience rarely ever provides adequate data to ascertain status and growth toward the objectives. Any planned evaluation should include provisions for continuous collection of data. It is hardly conceivable that a teacher and students in a class would not use some evaluative procedures every day as they work together on problems.

The Purposes of Evaluation. It should be kept clearly in mind that evaluation is probably of greater significance to the student than to the teacher. In fact, evaluation procedures and techniques are used primarily to help the student, and secondarily to provide evidence for the teacher to use for specific purposes. Among the many purposes of evaluation are the following:

- To help students determine their growth status in relation to the objectives, and their actual growth toward the objectives as a result of the learning experience.
- To assist students in identifying strengths and weaknesses so that they can capitalize upon desirable growth in behavior and concentrate upon improving inadequacies.
- To determine the desirability and effectiveness of curriculum experiences developed in the classroom. Evidence should be available so that the teacher and students will know whether or not an experience has actually resulted in the achievement of the objectives. These data will throw light on the validity of the objectives and will also help in the improvement of the curriculum.

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[1] Wrightstone, J. Wayne, Justman, Joseph and Robbins, Irving, *Evaluation in Modern Education* (New York: American Book Company, 1956).

- To provide data which can be used in reporting the progress of students. If the evaluation is comprehensive, much information should be available for conferences with parents.
- To supply information which could be used in a school study designed to evaluate the total junior high school program. Data regarding the growth of students should be the most significant information in such an appraisal.

Steps in Evaluation. Evaluation of the objectives of classroom experiences should be carefully planned and well organized. Students should participate in each step of the process. The following steps are suggestive of the procedure which may be used in the evaluation of a curricular experience:

1. Through a process of teacher-pupil planning the specific problems to be considered should be identified and clarified.
2. The goals which may be achieved should then be determined. These should be identified in terms of behavior—attitudes, habits, etc. A good way to do this is for the teacher and students to ask the question "What changes in behavior can we expect if the problems we have agreed upon are solved?" Each objective should be defined and clarified so that it is understood and is meaningful to all students.
3. In this step, specific techniques and procedures should be developed and identified which will provide evidence on the status and growth of each student toward the goals agreed upon. This step should include a plan for how and when the evaluation technique or procedure will be used.
4. The next step should be that of applying or using the techniques and procedures as the class works through the solution of the problems. In doing this data will be collected by each student.
5. The final procedure involves a study and analysis of the data to ascertain the extent to which each student has achieved the objectives.

Evaluation Techniques and Procedures. There are many evaluation techniques and procedures which may be used to assess growth toward objectives. Since most teachers are familiar with methods and instruments commonly used in appraising achievement in the retention of facts and the acquisition of academic skills, emphasis here will be given to devices and ways of evaluating growth toward behavioral objectives. Limitations in the length of this publication prohibit more than a short description of each of a few selected techniques and procedures. For more detailed information the reader should consult the bibliography at the end of the chapter. The following are representative of methods now being used by junior high school teachers:

- *The Cooperative Record.* This record is usually kept in a manila folder which is available to the student at all times. In the folder is kept any work of the student which reveals growth toward the objectives. In addition the teacher adds written comments of an evaluative nature based upon observations. At various times during a learning experience, the student and the teacher have a conference during which the data are interpreted cooperatively.

- *Student Self-Evaluation.* When this procedure is used, the responsibility is placed upon the student to record his status and growth toward the purposes agreed upon. One way in which this is done is to have each student make a written statement of his status at the beginning of a learning experience in relation to each of the goals. He then records any changes in this status that occur during and following the solution of the problems at hand. There are, of course, other ways to plan for student self evaluation.
- *Students' Evaluation of Each Other.* Often the objectives of a classroom experience can best be appraised through having students evaluate each other. This should not be done orally but rather through the use of some such method as the "Guess-Who" technique. Let us suppose that an objective relating to a problem or problems to be solved is "to develop an understanding of, respect for and appreciation of individual differences in people." In a "Guess-Who" test, two questions could be included. They might be "Who in the class makes fun of or talks disrespectfully about people (or students) who are physically handicapped, who are slow learners or who are uncomfortable in social gatherings?", and "Who in the class does not make fun or talk disrespectfully about people who are physically handicapped, slow learners or who are uncomfortable in social gatherings?" Each student in the class is asked to list under each question students who fit the descriptions. This technique must be used with care and only when students feel that it would provide valuable data.
- *Sociometric Techniques.* The use of the sociogram, the social distance scale and other sociometric techniques provides information about the social structure of the class and about the attitudes of students toward each other. Specific information about the different sociometric devices and procedures and their use and interpretation will be found in several references in the bibliography.
- *Anecdotal Records.* This technique is really a procedure through which the teacher can understand children better and at the same time record information which will provide evidence of the growth of students toward objectives. Many anectotal recordings are confidential in nature, while others may be shared with students to help them become aware of their status and growth toward goals which have been agreed upon.
- *Attitude Tests, Interest Inventories and Aptitude Tests.* It is quite possible for teachers and students to construct attitude tests and interest inventories which are directly related to objectives set up for a learning experience. The references at the end of this chapter provide several ways in which these instruments may be developed. Aptitude tests, particularly in the vocational area, are available for use. However, they should be interpreted with caution. An aptitude

involves performance which cannot be assessed by a pencil and paper test.

These are just a few of the techniques and procedures which may be used in evaluation of status and growth toward objectives. Actually, many of the methods of doing this cannot be categorized. When students are involved in planning ways of evaluating, procedures are developed which are often creative and novel.

Approaches to Evaluation. The approach to evaluation which has been emphasized heretofore is limited to the appraisal of the objectives of the learning experiences carried on by teachers and students in the classroom. This, of course, should be the major focus of the evaluation program. There are, however, times when it is desirable and necessary to appraise the total school program. In so far as the assessment of the instructional program is concerned, the data that comes from individual classrooms is superior to that from any other source.

In an evaluation of the total school program in a junior high school, many kinds of data beyond those obtained from an assessment of the instructional program are necessary. Evaluation data in relation to facilities, materials, personnel and the like must be gathered. This approach to evaluation is often carried on through the use of evaluative criteria.

Evaluation of the Total School Program—Evaluative Criteria. State departments of education and regional accrediting associations actively support the efforts and furnish considerable leadership to school systems that have carried on an evaluation of the total school program.

The Southern Association of Colleges and Secondary Schools has been concerned primarily, from its inception, with developing quality programs of education in its region. As one means of achieving this goal, it has accredited schools and colleges but has not regarded this as an end in itself. Accreditation, in other words, has been thought of as a valuable means of promoting school self-examination to the end that good schools might become better.

The cooperative Study of Secondary School Standards, established by the six regional associations in 1933, was organized for the purpose of devising ways by which these associations might stimulate and assist secondary schools toward further improvement. The instrument developed by the Study, the *Evaluative Criteria*, has been used extensively by the Southern Association as a basis for providing member schools with a constructive guide for self-study. Within the past few years, the Commission on Secondary Schools not only has encouraged its wide-spread use but also has completely revised its own standards in order to achieve greater emphasis on qualitative factors. The wide-spread use of the *Evaluative Criteria*, the more qualitative standards, and the increased responsibility and leadership exercised by state committees unquestionably have resulted in improvements in secondary schools. All member secondary schools in the Association have used the *Evaluative Criteria* as a basis for self-evaluation. Many now are in the process of using this instrument, or some parts of it, for a second look at themselves. In order to support such efforts, the Commission at its annual meeting in 1957 proposed the following as a new standard:

> All schools being admitted to the Association must conduct a self-study program using the *Evaluative Criteria*. After admission the school is expected to carry on a program of school improvement to be reported on to the state committee at least every five years.

When agencies such as the Southern Association of Colleges and Secondary Schools support strongly all efforts to improve the institutions they accredit, there is danger, of course, that other segments of the educational ladder may be adversely affected. There is little question but that, in many instances, this unfortunately has happened. To their credit it must be pointed out that the leadership in the Association over the past several years has become more and more sensitive to this problem and has attempted to do something about it. For example, when the Commission on Secondary Schools revised its standards in 1951, it specifically stated that, "Membership in the Southern Association should not be acquired or retained if as a consequence other schools in the same administrative unit are handicapped in achieving their purpose." In addition, the Association began the accreditation of junior high schools in 1954, has supported a large-scale effort for the improvement of elementary schools since 1946, and has conducted important experimental studies in system-wide evaluation.

Member junior high schools have been required to undertake self-studies along the same line as other secondary schools. In doing this, they have been permitted to use either the *Evaluative Criteria* or *Criteria for Evaluating Junior High Schools*.[2] The present publication also represents another effort on the part of the Association to furnish constructive leadership to these institutions.

The first phase of the Association's work directed toward the improvement of elementary education in the region was a three-year study which resulted in several valuable publications[3] and stimulated considerable interest in further work with these schools. Out of this came the present Cooperative Program in Elementary Education with a full-time coordinator and a current membership of 4,123 schools focusing their attention on procedures for evaluation of their programs and methods of achieving school improvement.

For several years there has been an increasing tendency nationally to reduce the large number of small independent school districts by consolidating them into larger administrative units. As this movement grew in the South and as the Association became more concerned about continuity in education, it has been quite understandable that attention should be directed to ways of working toward total school improvement and of evaluating schools systems or clusters of schools forming a somewhat natural unit. Under the aegis of the Commission on Research and Service, an association-wide committee began working on this problem in 1952 and, through research and conducting of six pilot studies, developed tentative guides to the evaluation of efforts directed toward school improvement under way in any system.

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[2] Nelson, I. I., (ed.) Texas Study of Secondary Education, *Criteria for Evaluating Junior High Schools*, (Austin, Texas, University of Texas).

[3] The Southern Association of Colleges and Secondary Schools, *Evaluating the Elementary School, Good Schools for Children, Looking at Your School.* Atlanta, Georgia.

Two other activities currently in the experimental stage might be of interest as further indications of how strongly the Association is committed to the use of the evaluative process in inducing and supporting continuous school improvement. These projects are a part of the on-going activities of the two accrediting commissions and, while not representing a major departure from general policy, do demonstrate a genuine concern for improving the evaluative process.

The Commission on Colleges and Universities, at its 1957 meeting, initiated a cooperative research project with the Southern Regional Education Board designed to produce a report on problems and procedures for institutional self-evaluation and periodic visitation. Seven institutions of higher learning will be involved in this experimental activity during 1958-59 and some twenty the following year. If the procedures to be tested prove efficacious and acceptable, it is estimated that approximately forty colleges and universities will be evaluated each year.

The Commission on Secondary Schools established a new Committee on Evaluation at its annual meeting in 1956 for the purpose of coordinating evaluation activities among the eleven states, of furnishing specific guidance to schools undertaking their first evaluation or planning re-evaluation, and of stimulating action research designed to help schools discover their problems and take appropriate action concerning them. A tentative bulletin[4] was developed by this committee during the summer of 1957 and proved so popular that there already has been the necessity of a second printing. During July of 1958, a one-week work conference of the Secondary Commission state chairmen and secretaries was held for the purpose of putting this publication into more permanent form and of making decisions relative to policies affecting school evaluations and methods of promoting continuous school improvement.[5]

These several illustrations of how one professional organization is concerning itself with evaluation would seem to demonstrate the value it feels that such an approach can have for institutions as they seek better ways of functioning. Evaluation thus becomes an important tool for producing constructive change as well as for giving re-assurance to a school and its supporting community concerning those phases of the program that are adjudged sound.

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[4] The Southern Association of Colleges and Secondary Schools, *Follow-up Programs of the Evaluative Criteria,* (Atlanta, Georgia.)

[5] Cf. *Why Accreditation?*
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